DOCUMENT RESUME

ED 176 478 EC 120 526

TITLE	SER-LARS, Volume 12. Instructional Methods III. 1975-76 Edition.
INSTITUTION	Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	76
CONTRACT	OEC-0-74-7892; OEC-2-70-0051
GRANT	300-75-0034
NOTE	413p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; For related information, see EC 120 515-525
EDRS PRICE	MF01/PC17 Plus Postage.
DESCRIPTORS	Adapted Physical Education; Arithmetic; Daily Living Skills; Fine Arts; *Handicapped Children; Handwriting; Hygiene; *Individualized Programs; Language Arts; Mathematics; Music; Perceptual Motor Learning; Phonics; Prevocational Education; Reading; Reading Comprehension; Recreational Activities; Sciences; Self Care Skills; Sensory Experience; Sensory Training; Social Relations; Social Studies; Speech Instruction; Spelling; Structural Analysis; Study Skills; *Teaching Methods; Vocabulary; Vocational Education
IDENTIFIERS	*SER LARS (Information System)

ABSTRACT

The book briefly describes several hundred instructional methods from the Special Education Resources Location Analysis and Retrieval System (SER-LARS), which are intended for use in developing and carrying out individualized programs for handicapped children. Each teaching method includes an accession number; title; author; source; teacher tasks; and instructional materials, media, or hardware necessary to use the method. The index (found in Volume 1) is divided into general subject areas, under which are listed specific skills pertaining to that subject area. Listed under each skill are the accession numbers of the specific teaching methods that are relevant. General subject areas include auditory, visual, gustatory, olfactory, tactile, higher level cognitive functions, affective, reading, phonics, comprehension, structural analysis, vocabulary, literature, English grammar and composition, handwriting, spelling, speech and language development, study skills, numeration, addition, subtraction, multiplication, division, fractions, decimals, percent, geometry, money, time, measurement, social studies, science, gross motor, fine motor, adaptive physical education, recreation and playground activities, toileting, feeding and eating, drinking, grooming, hygiene, clothing care, safety, dressing, provocational, vocational, daily living skills, fine arts, music, self-knowledge, and social interaction. (DLS)

ED176478

SER-LARS

SPECIAL EDUCATION RESOURCES LOCATION ANALYSIS AND RETRIEVAL SYSTEM

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

VOLUME 12

INSTRUCTIONAL METHODS III

The National Learning Resource Center of Pennsylvania (NLRC/P), A Project of the Pennsylvania Department of Education (Bureau of Special and Compensatory Education), with Montgomery County Intermediate Unit No. 23 as Local Education Agency

EC120526

For further information, please contact the National Learning Resource Center of Pennsylvania, 500 Valley Forge Plaza, 1150 First Avenue, King of Prussia, PA 19406 (telephone 1-215-265-3706).

1975-76 Edition

The development of the SER-LARS system has been supported by the Division of Special Education (Commonwealth of Pennsylvania), by NLRC/P (Grants # 300-75-0034 and # OEC-0-74-7892), by NRRC/P (Title VIC ESEA Grant # OEC-2-70-0051), by an ESEA Title VI grant in IU 10 (# 48-0155-13-080) and (# 48-0246-44-425), by an ESEA Title VI grant in Huntingdon County (# 48-0769-31-290), by an ESEA Title VI grant in IU 11 (# 48-0769-31-291), by an 89-313 grant in Elwyn Institute (# 48-7084-23-830), by an ESEA Title III grant in IU 23 (# R-59-H-48-70-0010-0), by an ESEA Title III grant in Allentown (# 710578), by an ESEA Title III grant in the Philadelphia School District (# F2-72071-51-500-01-15-A) and by IUs 15 and 23. However, no formal endorsement of the content herein or the practices implied thereby is to be inferred on the part of the supporting agencies.

Accession Number 53408

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53408
TITLE: Tricycle Obstacle Course
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. For Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
13-08 Adaptive Physical Education/Trainable Mentally Retarded
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Rides tricycle through obstacle course.	Teacher sets up an obstacle course through which a student rides his tricycle. Record amount of time it takes to complete course.	Tricycle Obstacles

Accession Number 53409

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53409
TITLE: Manuevering Scooter Board
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR/S P. Seeger CCSU #i5

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
13-08 Adaptive Physical Education/Trainable Mentally Retarded
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground

Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
On scooter board, propels self through obstacle course using arms and hands.	Student lies prone on scooter board. Using arms and hands he propels himself through an obstacle course. No parts of his body should be allowed to touch obstacles.	Scooter board

Accession Number 53410

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53410
TITLE: Scooter Board Tricks
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	13-08	Adaptive Physical Education/Trainable Mentally Retarded
	14-00	Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Rides past hoop on scooter board and tosses a bean bag through the ring.	Sit on board and push-off. As student goes by a large suspended ring, he must toss a bean bag through the ring.	Scooter board Ring or hoop Bean bags

NLRC/P

Accession Number 53411

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53411
TITLE: Scooter Board Race
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
14-00 Recreation and Playground Activities
13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies on scooter board and uses hands to move from start to finish.	Students may lie on their stomachs on a scooter board and use their hands to move from start to finish.	Scooter boards
Moves through obstacle courses in same way as above.	VARIATION: Obstacle courses may be set up and used as a race course, also.	

Accession Number 53412

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53412
TITLE: Scooter Board Push-Off
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. For Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
14-00 Recreation and Playground Activities
13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies on scooter board and backs to wall to push off with both feet, in straight line.	Student lies on scooter board. He backs up to a wall or solid surface where he is to push off with both feet. He must try to go in a straight line. Measure how far he can go without use of arms. Legs and arms should not touch floor once he has pushed off. VARIATION: To help student go in a straight line place 2 objects (chairs or boxes) a few feet apart several feet from push-off point. Same activity can be done in supine position	Scooter board

Accession Number 53413

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53413
TITLE: Batton Race
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Avtivity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
EARNING OBJECTIVES:
14-00 Recreation and Playground Activities
13-08 Adaptive Physical Education/Trainable Mentally Retarded

ONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
Runs to a designated place holding baton, returns and passes baton to teammate.	Relay race with a baton. Baton is passed from one player to the next. Each player takes turns running to a designated place and returns to his team, passing baton to next player. Winner is the team whose members finish first.	Stick or baton

Accession Number 53413

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53413
TITLE: Batton Race
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Avtivity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	14-00	Recreation and Playground Activities
	13-08	Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Runs to a designated place holding baton, returns and passes baton to teammate.	Relay race with a baton. Baton is passed from one player to the next. Each player takes turns running to a designated place and returns to his team, passing baton to next player. Winner is the team whose members finish first.	Stick or baton

Accession Number 53414

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53414
TITLE: Pass the Ball
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	13-08	Adaptive Physical Education/Trainable Mentally Retarded
	14-00	Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Passes ball to person seated next to him.	Students may be seated in a row or circle. Instruct them to "pass" the ball to their neighbor.	Ball

Accession Number 53415

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53415
TITLE: The "Hot" Bean Bag
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions for The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:

14-00	Recreation and Playground Activities
13-08	Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):

Environments: gym, classroom, playground

Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sitting in circle group, passes bean bag as quickly as possible.	Seat students in a circle. Have them pass a bean bag, as quickly as possible, around the circle. Two groups can have a contest to see who can pass the bag the quickest. More than one bean bag can be passed at a time, starting each bag separately.	Bean bag

Accession Number 53416

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53416
TITLE: Trains
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S: P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
14-00 Recreation and Playground Activities
13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on floor in train formation and inch forward, and backward to music.	The players form themselves into a train by sitting on the floor one behind the other. Each player uses his legs to encircle the body of the student in front of him. The players then inch the whole line forward by moving their bodies back and forth perhaps to music. The first player in the line has a whistle he blows signaling starts.	Whistle

Accession Number 53417

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53417
TITLE: Head Game
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
14-00 Recreation and Playground Activities
13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre- V.o.c., Prim.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Attempts to remove others from line while trying to remain on line.	The outline of a huge head is drawn on the floor with chalk. The players take their places along the outline. The teacher gives a signal and all the players try to push each other off the line with their bodies only. Arms must be folded across the chest. The last remaining player on the line is the winner.	Chalk

Accession Number 53418

NRRC/P

SER-IARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53418
TITLE: Mousetrap Game
AUTHOR(S): M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU # 15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:
14-00 Recreation and Playground Activities
13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):

Environments: gym, classroom, playground

Level: pre-school , All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Plays mouse trap game	Two students are selected to be the "mousetrap" and stand facing each other an arm's length apart with arms outstretched. The rest of the class are the mice and weave through the mousetrap. When the teacher says "snap" the mouse trappers bring their arms together as quickly as they can to catch a mouse. When a mouse is caught he is out of the game. The game continues until there is one mouse left and he is declared the winner.	

Accession Number 53419

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53419
TITLE: Lamefoot
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF EARNING OBJECTIVES:
14-00 Recreation and Playground Activities
13-08 Adaptive Physical Education/Trainable Mentally Retarded

ONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
Walks to goal and returns to starting point, dragging.	The players are in relay formation. The first player in each file starts at a signal given by a teacher, walks to the goal, comes back, and the next player follows. Each player must keep his left foot dragging, in contact with the floor, while he moves to and from the goal. The cycle is repeated with the right foot until one team finishes the relay. If a student lifts his foot from the ground he must start over.	

Accession Number 53420

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53420
TITLE: Water Relay Race
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-01 Recreation and Playground Activities/Swimming

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Passes glass of water to next person in line.	Relay with a glass of water--the same glass (plastic) is passed from player to player. The winner being the side with the most water left.	Water Plastic glass

Accession Number 53421

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53421
TITLE: Marching Routine
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: L2-04 Music/Rhythm

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground, classroom
Level: pre-school, All

SEQUENTIAL STUDENT TASKS

Marks time and marches to music.

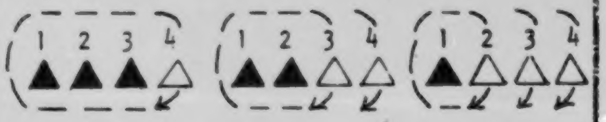
IMPLEMENTER ACTION

One, Two, Three Around the Outside (This can be done to the right or left.)

#4 marches around three standing people (who mark time in place) 8 counts.

#3 marches around two standing people (who mark time in place) 4 counts and is followed by #4 who goes around in 8 counts.

#2 marches around one standing person (who marks time in place) 4 counts and is followed by #3 who goes around in 6 counts and #4 who goes around in 8 counts



MEDIA/MATERIALS

Record--New American Promenade

Accession Number 53422

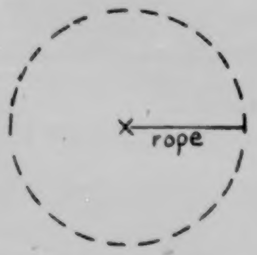
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53422
TITLE: Jump the Shot
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR/S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
14-00 Recreation and Playground Activities
11-11 Gross Motor/Jump

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands in circle with others and jumps over rope when passing under feet.	The players stand in a single circle, facing center, with the one in the center holding a rope with tennis shoe or bean bag on the end. The center player swings the rope around to describe a large circle on the floor. The players attempt to jump over the rope as it passes beneath their feet. If a player is touched by the rope, elimination or rotation to the center spot is a good change.  	Bean bag Rope

Accession Number 53423

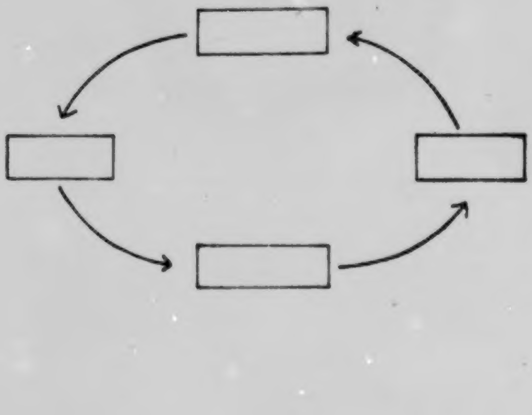
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53423
TITLE: Magic Carpet
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Follows carpet course while music plays; stops when music does.	Several large squares are drawn on the floor to represent carpets. The players follow the designated leader as he skips or runs through the Magic Carpets. At a signal from the teacher, all players stop in their tracks. Those caught on Magic Carpets may be asked to drop out until the next time, or they may be asked to lead the class in an exercise, or they may be allowed three misses before they are elminated. Signals to stop may be: the sudden cessation of music, the clapping of hands, the sound of the whistle, or some other signal. 	Chalk

Accession Number 53424

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53424
TITLE: Duck, Duck, Goose Game
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTIONS OR LEARNING OBJECTIVES: 14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S)
Environments: gym, playground
Level: pre-school, All

[illegible]		[illegible]
Plays Duck, Duck, Goose Game	Players are seated in a circle. One player is "it" and walks behind the seated players tapping them on the head saying "Duck, duck, goose." The person who is tapped on the head when "it" says "goose" gets up and pursues "it", trying to tag "it" before he returns to the vacant position in the circle. The game continues in this manner.	

Accession Number 53425

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53425
TITLE: Marching
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
L2-04 Music/Rhythm
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Marches to music.	This activity can be done with or without music. Students should be reminded to lift legs high and listen to the music or leader. They can also help count--1, 2, 3, 4 or 1, 2 1, 2, etc. March in circles or straight lines around the room.	Marching music

Accession Number 53426

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53426
TITLE: Jump Into And Out
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-11 Gross Motor/Jump
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Jumps in and out of squares circles and triangles.	Jump in and out of squares, circles, and triangles. Teacher can make up games to vary activity. (Example--Jump into the circle, then jump to the square; jump over the triangle and into the circle again.)	Shapes made from construction paper

Accession Number 53427

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53427
TITLE: Krazy Kar
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground
Level: pre-school, Prim.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Explores and operates Krazy Kar Rides through obstacle course on Krazy Kar	Have student operate krazy kar (commercially made toy). Let him explore possibilities. After he is fairly adept, set up an obstacle course for him; have him go in a straight line between objects; or go in circles, first one way then the other. Races can also be run.	Krazy Kar

Accession Number 53428

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53428
TITLE: Over "Puddles"
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-11 Gross Motor/Jump
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Jumps over imaginary puddles barefoot	Students jump over "puddles" made of construction paper. Do this barefoot.	Black construction paper

Accession Number 53429

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53429
TITLE: Hopplty-Hop
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For the Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, Prim.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Hops on Hopplty-hop. Follows a line or obstacle course.	First teach student the correct way to hop on Hopplty-hop. Then have him follow a line (chalk or yarn taped to floor) or go through an obstacle course.	Hopplty-hop

Accession Number 53430

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53430
TITLE: Line Skip
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-18 Gross Motor/Skip
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Skips on line or crack, etc.	Skip on line or crack in sidewalk, chalkline, or ribbon line (yarn), laid out on grass or floor. Repeat activity and record time required for each student.	Chalk Ribbon or yarn tape

Accession Number 53431

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53431
TITLE: Hill Skip
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-18 Gross Motor/Skip
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Skips barefoot across a designated surface.	Student skips barefoot up and down grass or dirt hill, cement area, etc.	

Accession Number 53432

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53432
TITLE: Simon Says
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to follow directions.	Shake your head; put your hands on your feet; grasp your right ear with your left hand; touch your knees with your elbows, etc.	

Accession Number 53433

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53433
TITLE: Hokey Pokey
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to follow verbal directions.	Sing and play circle game: "Put your left foot in and pull your left foot out; put your left foot in and you shake it all about, etc."	

Accession Number 53434

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53434
TITLE:	Hide and Touch
AUTHOR(S):	M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE:	Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S):	P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Holds up a body part to be described by others.	Place a student under an old sheet. Student then holds up part of body (foot, elbow, head, leg, etc.) to be described by other students and then named.	Old sheet

NLRC/P

Accession Number 53435

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53435
TITLE: Duck Waddle
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	14-00 Recreation and Playground Activities 13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks bent over with hands on hips.	Bend way down. Hold onto hips and walk forward. Quack, quack.	

Accession Number 53436

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53436
TITLE: Crab Walk
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
14-00 Recreation and Playground Activities
13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on floor Puts hands on floor and lifts body. Walks forward, feet first.	Sit on the floor, put hands on the floor, lift body. Walk forward, feet first.	

NLRC/P

Accession Number 53437

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53437
TITLE: Bear Walk
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR/S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-08 Adaptive Physical Education/Trainable Mentally Retarded
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bends forward and touches floor with both hands. Moves forward, first with right arm and leg, then with the left arm and leg.	Bend forward and touch the floor with both hands. Move forward, first with the right arm and leg, then with the left arm and leg.	

Accession Number 53438

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53438
TITLE: Reindeer Prance
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S: P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
13-08 Adaptive Physical Education/Trainable Mentally Retarded
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bends down, hands touching the floor. Walks forward lifting each arm and leg very high.	Bend down until your hands touch the floor. Walk forward lifting each arm and leg very high.	

Accession Number 53439

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53439
TITLE: Frog Jump
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
13-08 Adaptive Physical Education/Trainable Mentally Retarded
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Reads knees and places hands on floor in front. Jumps feet forward to hands.	Bend your knees way down and place hands on the floor in front. Jump forward to hands. Croak.	

Accession Number 53440

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53440
TITLE: Measuring Worm
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
14-00 Recreation and Playground Activities
13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bends and places hands on floor, knees straight Walks forward with legs to hands. Walks forward with hands. Walks forward to hands again.	Bend down and place hands on the floor. Keep knees very straight, walk first with legs up to hands. Then walk forward with hands. Legs again and then hands.	

Accession Number 53441

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53441
TITLE: Broad Jump
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
13-08 Adaptive Physical Education/Trainable Mentally Retarded
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Jumps forward using both feet.	Stand on both feet and jump way forward.	

Accession Number 53442

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53442
TITLE: Kangaroo Jump
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF EARNING OBJECTIVES:	13-09	Adaptive Physical Education/Trainable Mentally Retarded
	14-00	Recreation and Playground Activities

ONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
Bends knees way down. Jumps forward and lands with knees bent.	Bend knees way down, Jump forward and land with knees bent.	

Accession Number 53443

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53443
TITLE: Bunny Jump
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
13-08 Adaptive Physical Education/Trainable Mentally Retarded
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bends down and places hands on floor. Jumps forward with feet toward hands.	Bend down and place hands on the floor. Jump forward with feet toward hands.	

Accession Number 53444

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53444
TITLE: Toe Grasp Walk
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	13-08	Adaptive Physical Education/Trainable Mentally Retarded
	14-00	Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bends knees a little. Bends forward and holds onto toes. Walks forward.	Bend knees a little bit, bend forward and hold onto toes. Walk forward.	

Accession Number 53445

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53445
TITLE: Kitty's Walk
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S: P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	13-08	Adaptive Physical Education/Trainable Mentally Retarded
	14-00	Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bends down and places hands on the floor. Walks forward very slowly.	Bend down placing hands on the floor and walk forward very slowly.	

Accession Number 53446

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53446
TITLE: Bouncing Ball Walk
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
13-08 Adaptive Physical Education/Trainable Mentally Retarded
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playround

Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bends knees way down.	Bend knees way down. Jump up and clap hands over head.	
Jumps up and claps hands over head.		

Accession Number 53447

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53447
TITLE: Chicken Walk
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
13-08 Adaptive Physical Education/Trainable Mentally Retarded
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bends knees way down. Holds onto ankles and walks forward. Says cluck cluck	Bend knees way down. Hold onto ankles and walk forward. Cluck, cluck.	

Accession Number 53448

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53448
TITLE: Lobster Walk
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Childred
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S: P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	13-08	Adaptive Physical Education/Trainable Mentally Retarded
	14-00	Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on floor. Puts hands on floor and lifts body up. Walks backwards, head first.	Sit on floor; put hands on floor and lift body up. Walk backwards, head first.	

Accession Number 53449

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53449
TITLE: Turkey Walk
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	13-08	Adaptive Physical Education/Trainable Mentally Retarded
	14-00	Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bends knees way down. Holds on to knees and walks forward. Says gobble, gobble	Bend knees way down. Hold on to your knees and walk forward, Gobble, gobble.	

Accession Number 53450

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53450
TITLE: Wooden Soldiers
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. For Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
13-08 Adaptive Physical Education/Trainable Mentally Retarded
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Arms straight down at sides, walks forward lifting each leg as high as possible.	Place arms straight down at sides. Walk forward lifting each leg as high as possible. Keep knees very straight.	

Accession Number 53451

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53451
TITLE: Jumping Jacks
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	13-08	Adaptive Physical Education/Trainable Mentally Retarded
	14-00	Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bends knees way down and folds hands over head. Jumps up and throws hands out to the side.	Bend knees way down and fold hands over head. Jump up and throw arms out to the side.	

Accession Number 53452

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53452
TITLE: Windmill
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-08 Adaptive Physical Education/Trainable Mentally Retarded
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Swings arms in circle, forward and then backward.	Swing arms in circle, forward, then backwards.	

Accession Number 53453

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53453
TITLE: Ringing Bells
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
13-08 Adaptive Physical Education/Trainable Mentally Retarded
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bends down, knees straight and sways from side to side.	Bend down, keeping knees straight and sway from side to side.	

Accession Number 53454

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53454
TITLE: Rag Dolls
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S P. Seeger _ CCSU #15

CONTENT DESCRIPTORS OF	13-08	Adaptive Physical Education/Trainable Mentally Retarded
LEARNING OBJECTIVES:	14-00	Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Puts hands over head and stretches, then drops forward and bobs 4 times.	Put hands over head, stretch way up, then drop forward and bob 4 times.	

Accession Number 53455

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53455
TITLE: Imitate A Ball
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	13-08	Adaptive Physical Education/Trainable Mentally Retarded
	14-00	Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom
Level: pre-school, primary

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Curls up in a ball. Rolls from side to side onto back.	Instruct student to "curl" up in a ball". Student pulls knees up to chin with arms wrapped around legs. In this position have student roll from side to side and onto back.	

Accession Number 53456

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53456
TITLE: Cloud Imitation
AUTHOR(S): M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
13-08 Adaptive Physical Education/Trainable Mentally Retarded
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Makes gestures suggesting cloud movement.	Told by the teacher to imagine they are clouds, the students lie down on the floor. The teacher further describes clouds to the group. Clouds do not walk or talk, for example, they just float in the sky. The teacher tells the students to feel the wind blowing them around, then make the sound of the wind, to move as though the wind were blowing them. The teacher tells the students to be special kinds of clouds, stormy, thin and wispy, fat and fluffy, and so on. Then the teacher has the students move around the classroom, touching each other as clouds do.	

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53457
TITLE: Swinging Sheet
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
14-00 Recreation and Playground Activities
13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in middle of sheet	Student sits in middle of a sheet while persons pick up each end of sheet and swing it back and forth.	Old sheet or blanket

Accession Number 53458

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53458
TITLE: Rolling Races
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
13-08 Adaptive Physical Education/Trainable Mentally Retarded
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Rolls from one end of mat to the other.	Students start at one end of mat and roll to the orther end. They msut roll all the way. (Several mats may be put together end to end.) VARIATION: Instruct students to roll a certain number of times in one direction, then reverse direction. (Example--roll 3 times to the right, 2 times to the left.) Students can be instructed to roll to one end and return by rolling to start in order to finish.	Mats Carpet samples

Accession Number 53459

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53459
TITLE: Placement
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	13-08	Adaptive Physical Education/Trainable Mentally Retarded
	14-00	Recreation and Playground Activities
	A6-03	Comprehension/Non-Reading

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to follow directions.	(A variety of objects may be used.) Students are to place objects or their body according to teacher's instructions. (Example--stand beside the chair; put the ball under the table.)	Table Chair Ball

Accession Number 53460

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53460
TITLE: Show Me
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS	M1-03	Self-Knowledge/Name/Touch Body Parts
OF	14-00	Recreation and Playground Activities
LEARNING OBJECTIVES:	D1-07	Readiness/Directionality

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to follow directions.	Teacher instructs students to "show me" your L. hand, R. hand, L. foot, etc. R. and L. discrimination should be made clear for all body parts. VARIATION: For advanced students, have them touch one part with L. or R. hand. (Example--touch your L. ear with your R. hand.)	

Accession Number 53461

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53461
TITLE: Jump Together
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-11 Gross Motor/Jump
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Jumps up while holding hands with another.	Each student finds a partner. Holding hands, jump up together.	

Accession Number 53462

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53462
TITLE: Imitation of Postures
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
14-00 Recreation and Playground Activities
13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates gestures made by another.	Teacher faces student. Student is instructed to assume same position or posture as teacher. Teacher assumes simple positions such as placing hands on head. If teacher uses L. hand student should be instructed to mirror posture and use R. hand. Crossing over with one hand to touch other side of body is good practice. (Example--Touch L. ear with R. hand--student touches R. ear with L. hand)	

Accession Number 53463

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53463
TITLE: Passing Hoops Over Body
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions for the Trainable Mentally Retarded
EDITOR(S: P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	M1-03	Self-Knowledge/Name/Touch Body Parts
	13-08	Adaptive Physical Education/Trainable Physical Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Passes hoops over entire body. Passes hoop over specific body parts. Verbalizes how and where hoop is placed.	Student passes hoops over entire body top to bottom and vice versa. Student also puts hoops on legs, arms, or over head. Specific directions should be given as to how and where hoops should be placed. Students may also verbalize how and where hoop is placed. "I placed the hoop on my arm." "I put the hoop over my head."	Hoops, small and large

Accession Number 53464

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53464
TITLE: Cardboard Box Train
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
14-00 Recreation and Playground Activities
13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom
Level: pre-sch., prim.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Rides on boxes in train formation.	Small, medium and large size boxes may be used. Cut a slit in the end of the boxes toward the open side so that a piece of rope or a rag can be tied through it. Two or more boxes can be tied together to make a train. The boxes can be pulled along with students riding in the boxes.	Cardboard boxes Rope or rags Knife

Accession Number 53465

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53465
TITLE: Cardboard Box Play
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
13-08 Adaptive Physical Education/Trainable Mentally Retarded
14-00 Recreation and Playground Activities
A6-03 Comprehension/Non-Reading

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Explores and plays with boxes.	Students may have free play time to explore boxes. Teacher may also give directions to--"get inside", "under", "beside", "on top of". Large boxes are good so that more than one student can be inside the box at one time.	Cardboard boxes

Accession Number 53466

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53466
TITLE: Mirror Game
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
13-08 Adaptive Physical Education/Trainable Mentally Retarded
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates another student's actions.	The students are in pairs. One in each pair is leader, the other the mirror. The leader mimics a specifically identifiable action like washing his face or dressing, and the second student acts as a mirror. The first student should act slowly in order to help the mirror follow. Each student gets to be both a leader and a mirror.	

Accession Number 53467

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53467
TITLE: Bowling
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-[illegible] Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments. gym, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Rolls ball toward pins.	This is a particularly good one-to-one or small group activity. Each player has two opportunities to roll a ball toward ten pins arranged in a triangluar pattern. It is suggested to keep score only if competition is a primary concern in the group or class. Continue the activity and give praise as improvement is demonstrated. The players should be 12' from the pins when rolling the ball. VARIATION: Set pins at slightly different patterns and distances apart. Diminish or increase the 12' distance from the pins commensurate with the success of the players. Use smaller and larger balls to find the best for each player.	Ball and plastic pins

Accession Number 53468

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53468
TITLE: Modified Basketball
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For the Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-C9 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Attempts to throw basketball through basket.	The basketball goal should be lowered from the standard 10' to 6' for the smaller players. Players take turns attempting to make three baskets wins.	Basketball Goal

Accession Number 53469

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53469
TITLE: Baseball
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits at table or on floor Hits balloon back and forth with hands. Hits balloon at a specific target.	Young students may begin playing baseball with their hands and balloons. The player(s) should be seated at a table or on the floor. The teacher should then put a balloon in the middle of the table which the player(s) begins hitting back and forth with his hands. As the player improves, he should stand and move apart and begin to hit the balloon at a specific target (basket, orther players, etc.) VARIATION: Players move from using their hards to ping pong paddles, bats or other suitable apparatus. A net stretched across a table or between two poles will serve to encourage the players to hit the balloon solidly and at a target. Players use a bat and batting tree to play baseball. The batter hits the ball that is on top of the batting tee and replaces the ball after the players retrieve it. He hits four more balls and lets another player hit five balls. This continues until everyone has had an opportunity to hit the ball.	Balloon

Accession Number 53470

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53470
TITLE: Human Target
AUTHOR(S): M. R. Carney, K. Mathison County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR/S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Throws sponge ball at target.	A sponge is thrown toward a cardboard or wood target where students can insert their faces. (Sponges can be wet.)	Sponge ball

Accession Number 53471

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53471
TITLE: Downy Bottle Bowling
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Rolls ball toward bottles as in bowling.	Set up Downy bottles like bowling pins. A small amount of water can be placed in each bottle to make them more stable and harder to knock over (be sure lids are on tight). Roll ball toward bottles as in bowling.	10 Downy containers (same size), Ball

Accession Number 53472

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53472
TITLE: Bucket Throw
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Throws utility ball at target.	Place either a bucket or wastebasket at appropriate distance for throwing utility ball, softball, and hardball. Place bucket on floor and then on raised boxes and chairs.	Basket Ball

Accession Number 53473

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53473
TITLE: Paper Thrown
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Shoots paper ball into wastepaper basket.	Student crumples paper into paper balls and "shoots" them into wastepaper basket placed in corner.	Paper

Accession Number 53474

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53474
TITLE: Milk Carton Toss
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR/S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Attempts to knock down a pyramid of bottles with a ball.	Use plastic milk bottles or cartons stacked in a pyramid. Knock down with softball and tennis ball.	Milk cartons Ball

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53475
TITLE: Texture Ball Basketball
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR/S: P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Plays basketball.	Use a shoe box or small cardboard box with bottom removed. Tape to wall for indoor basketball.	Texture ball

Accession Number 53476

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53476
TITLE: Texture Ball Tag
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S: P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Plays Dodge ball	Play dodge ball, dividing class into 2 teams. Last student standing wins, as does student able to hit the most players.	Texture ball

Accession Number 53477

NLRC/P SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53477
TITLE: Ring Toss
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Tosses or throws ring at target.	Use a variety of sizes of rings or hoops. Target may be varied in size and distance according to students' ability and progress. Student may be allowed to drop ring over target at first but should be encouraged to toss or throw rings from a distance.	Rings or hoops, goal

Accession Number 53478

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53478
TITLE: Building Towers
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom
Level: pre-school, primary

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Builds tower with large boxes and knocks it down	Allow student to build a tower with large boxes or blocks and then knock it down. Have the student count or wait until he hears the command from the teacher to knock it down--one, two, three--go! or ready, set---go!	Boxes or large blocks

Accession Number 53479

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53479
TITLE: Bean Bag Toss
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Throws bean bag at a target.	Student throws bean bag at a target. Targets can be made from a variety of things: wastebasket, hoop on floor, hole in board. Student can take turns being a target by sticking their head through a hole in a 3-sized cardboard shield placed on the floor.	Targets Bean bags

Accession Number 53480

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53480
TITLE: Bobo The Clown
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom
Level: pre-sch., prim.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Tackles, wrestles, or hits inflatable toys.	Use an inflatable toy, preferable shaped like a clown or animal. Allow students to tackle, wrestle, or hit it. PRECAUTION: Keep student and toy on mat at all times in case student loses balance and falls.	Inflatable toy Clown Mats

Accession Number 53481

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53481
TITLE: Balloon Toss
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom
Level: pre-sch., prim.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bats or hits balloon with hands Directs balloon toward a target or goal.	Have student bat or hit balloon with hands. They can try to direct the balloon toward a target or goal. Two persons can hit a balloon back and forth or see how they can keep balloon in the air.	Balloons

Accession Number 53482

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53482
TITLE: Gate - A Ball Game
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on floor and attempts to roll a ball across the circle trying to get it through a space.	The players sit on the floor in a circle an arm's length apart. Each guards the space on his right. The players roll a ball across the circle trying to get it through a space between students. Anyone who lets the ball go through the space on his right is out of the game. The winner is the last player left in the circle. VARIATION: Use two or more balls and move the students closer together. All the balls are put into motion at once and are batted with hands across the middle of the circle as rapidly as possible. Discontinue play only as interest diminishes.	Utility ball

Accession Number 53483

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53483
TITLE: King-Ball Throwing Game
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom
Level: pre-voc., prim.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stand in line across from "King" student. "King" throws ball to others in turn. Ball is return in turn. Demonstrates visual motor integration.	One player is chosen to be king. The other players form a straight line across from the king who stands a few feet away. The king has a small ball which he throws to the players in turn. The ball is returned and the process is continued until one player drops or misses the ball thus eliminating that player. The last to be eliminated is the new king and the game can start again. VARIATION: Players must catch the ball and return it one handed and by batting the ball with their hands. The student to miss is the winner and that concludes the game.	One small utility ball

Accession Number 53484

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53484
TITLE: Ball Bouncing and Throwing
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bounces and throws ball with both hands. Bounces and throws ball using one hand. Bounces and throws ball using alternate hands. Bounces and throws ball on alternate beats. Combines above activities. Bounces and throws ball with basic locomotor movements.	1. Bouncing and throwing a ball to self. A. using two hands B. using one hand (right or left) C. alternating right and left hands D. bouncing and/or throwing on each beat of the music E. bouncing or throwing on alternate beats (2/4 time) and on the first beat of each measure (3/4 time) F. using interesting combinations of D and E G. combining bouncing or throwing a ball with basic locomotor movements (walk, run, hop, jump, skip)	Records--all records suitable for ball bouncing or throwing.

Accession Number 53485

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53485
TITLE: Catching and Throwing A Ball
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Throws ball to another student.	Seat students in a row or circle. Instructor or one student gets in front or in middle of group and throws a ball to another student. Some students will need help in directing their throws or help in catching. They should not be allowed to throw randomly. Name the person to whom they are to throw the ball.	Ball

Accession Number 53486

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53486
TITLE: Hit the Wall
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S: P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Attempts to hit ball in the air to another student.	Different sizes of balls may be used. Students may attempt to hit ball in the air with their hands to one another, throw it in the air and hit it or hit it against a wall or back stop.	Ball

Accession Number 53487

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53487
TITLE: Bounce the Ball
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Uses one or two hands to bounce various sized balls.	One or two hands may be used to bounce the ball. Different sized balls may be used. Students may be instructed to bounce the ball a certain number of times and stop; or count number of times they can bounce the ball; bounce the ball through an obstacle course.	Ball large enough to bounce easily

Accession Number 53488

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53488
TITLE: Bounce the Ball
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bounces ball to another student.	The players are placed in a circle with one player in the center. The player in the center bounces the ball to each player in the circle. After each one has had his turn, a new center player is chosen and the game continues.	Ball

Accession Number 53489

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53489
TITLE: Drop the Clothes Pin
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sends straight over bottle or carton. Drops clothes pins in bottle or carton	The player(s) drops the clothes pins to the bottle or carton while standing up straight over the bottle. Then other players try. Start with five clothes pins.	Clothes pins Milk carton with top cut off

Accession Number 53490

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53490
TITLE: Circle Ball
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground
Level: prim., pre-voc.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Throws ball to another student.	Players are formed in a circle with one student in the middle. The player in the middle throws the ball to each player rotating clockwise. The circle players return the ball and the activity changes middle player with each revolution of the ball. VARIATIONS: The varistions can in some instances inclued pre-school students. The ball my be counced, thrown one or two-handed, etc. at the choice of the middle player. Encourage the players to go faster, to go slower, etc. Also, a one to one ratio can be achieved by pairing the players.	Utility ball

Accession Number 53491

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53491
TITLE: Hit, Bounce, and Catch
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S: P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bounces ball to target and catches on the rebound.	Measure 5' from a wall and strike a line on the floor. Then draw a line on the wall knee high. The player hits the wall above the line with the ball, lets it bounce once, and catches it. Do this as fast as possible for thirty seconds. Play may be continued for as long as desired after each player has had a turn.	Large or small utility ball

Accession Number 53492

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53492
TITLE: Ping Pong Ball Toss
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF EARNING OBJECTIVES: A2-09 Visual Motor Integration

ONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
Tosses ping pong ball at target.	Place ten egg cartons together to form a target area. Some of the egg pockets may be numbered. Total: 25 points. Toss the ping pong balls and of the players total score hits 25 points plus with five tosses he wins a prize ticket.	Ping pong balls Egg cartons

Accession Number 53493

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53493
TITLE: Ball and Bottle Relay
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Runs to bottle. Picks up ball. Runs to next bottle, places ball on that bottle. Returns to tag the next player.	The player runs from one point to the first bottle that has a ball on it, picks up the ball, and runs to the next bottle, 15 feet away. He places the ball on that bottle and returns to tag the next player in line who duplicates the action of the first player, reversing the order of placement of the ball.	Bottle and small ball (golf ball)

Accession Number 53494

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53494
TITLE: Twenty-One
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground
Level: pre-voc., prim.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Throws ball toward goal	Each player takes his turn in order and each turn consists of three successive throws at the goal. The first throw or shot is made from any given distance with three points scored if the ball goes in the bucket. Game continues until the players reach 21.	Ball and goal

Accession Number 53495

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53495
TITLE: Golf Putting
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For the Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-00 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Puts golf ball and putter into small opening.	Use a golf ball and putter and have players try to put the ball into a small opening.	Golf balls, Glass or can Putter

Accession Number 53496

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53496
TITLE: Hand Over Head Relay
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Passes bean bag over head to student behind him.	The players may be seated or standing in single lines behind a straight line. The first player in each line has a ball or bean bag which he proceeds to pass over his head to the player directly behind him until it reaches the back of the line where the last student brings it to the front of the line and becomes the leader and the process is repeated.	Ball or bean bag

Accession Number 53497

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53497
TITLE: Baker Man
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Recites and performs actions to Baker Man.	The class should be led to say these words (teach the actions first). The Baker's man truck comes down the street, filled with everything good to eat. Two doors the Baker man opens wide. (Stretch arms apart). Now let us look at the shelves inside. What do you see? What do you see? (Hands shielding eyes) Doughnuts and cookies for you and me. (Make circles with thumbs and forefingers) Cinnamon rolls (large circles) and pies (even larger circles) and bread, too. What will he sell to me and you?	

Accession Number 53498

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53498
TITLE: Nail Pounding
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Hammers nails into wood.	A large thick chunk of wood (soft white pine) with several nails and a hammer. Test the ability and strength of the student to drive a nail. VARIATION: For pre-schoolers, use a toy pounding board with pegs.	Nails Hammer Boards

Accession Number 53499

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53499
TITLE: Dart Throw
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-scjpp;. All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Throws darts at balloons.	Balloons are tacked to a target board. Players throw darts at balloons and attempt to break as many as possible. Allow players to take turns; keep score. PRECAUTIONS: Do not allow more than one player at a time to throw darts or to hold them. Keep all others clear of target area.	Darts Balloons Tacks Back stop or board

Accession Number 53500

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53500
TITLE: Cards in the Hat
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions for the Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: Gym, classroom, playground

Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Attempts to toss cards into a hat.	A hat is placed at an angle on a chair facing the thrower. From a short distance away from the chair, the contestant attempts to toss the playing cards into the hat.	Cards Hat

Accession Number 53501

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53501
TITLE: Knock the Cans
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU#15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: Gym, classroom, playground
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Attempts to knock cans off bench with three throws.	Set ten cans on a pyramid (four, three, two, one) and knock them off the bench with three throws--tennis balls or softballs.	Tin cans Tennis ball

Accession Number 53502

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53502
TITLE: Shoot the Light Out
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions for the Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: Gym, classroom, playground
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Uses a water pistor to put out flame on a candle.	Light three candles and arrange them six inches apart on a table. Standing behind a bench from a reasonable distance away, put out the candles with a water pistol.	Candles Water pistols

Accession Number 53503

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53503
TITLE: Penny Toss
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions for the Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: Gym, classroom, playground
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Tosses pennies at target.	Place a large canvas on the ground. A large plate is rested at an angle on a bench. Five penny tosses. Should a player be able to have a penny rest on the plate, he wins a prize ticket.	Pennies Plate Canvas

Accession Number 53504

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53504
TITLE: Calisthenic Game
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions for the Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual/Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: Gym, classroom, playground
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands and stretches arms up.	1) Stand up and stretch for the sky with your arms up.	
Stretches neck.	2) Stretch your neck like a turtle	
Kicks feet.	3) Kick your feet like a donkey.	
Stretches entire and all body parts. Rlaxes.	4) Stretch your entire body--arms and legs. Now relax and be limp all over like a bowl of jelly.	
Rolls eyeballs in circles Blink. Shakes eye brows.	5) Roll your eyeballs in circles. Blink! Shake your eye brows.	

Accession Number 53505

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53505
TITLE: Weight Lifting
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions for the Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: Gym, classroom, playground
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	GENERAL: The use of weight lifting as an activity has a place in the total development of the student and can add considerable to the total program. Weight lifting can be broken down into it's integral parts and refined to a point that is not appropriate for our purpose here. Therefore, we give examples and guidelines that are appropriate only to the students for whom these methods intend to serve.	Weights Exercise kits Chairs Books Ropes, etc.
Standing, raises book on connand; lowers book and repeats.	BASIC WEIGHT LIFTING: Students should lift only those objects that will not cause injury or undue strain. A sequential pattern of lifting must be developed and followed on a once-a-week basis. The teacher can use books as excellent wleght equipment. Have the student or class stand in formation and on command raise the book in each hand straight out from the shoulders. Lower the book and repeat three times for preschool, 5 times for primary and 10 times for pre-vocational.	
Standing in front of chair, pushes downward; repeats.	Next, the books should be replaced by chairs in the room. Each student should stand in front of his chair and on command push downward as hard as he can for a count of four seconds. This process should be repeated 3 times for pre-school, 5 times for primary and 10 times for pre-vocational. The student	

NLRC/P

Accession Number 53505

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Standing, lifts more than one book at a time over head.	should now return to the books and lift two books at a time over their head--3 times for preschool. Primary should use 4 books, lifting them 5 times over their head and the the pre-vocational level student can use 5 or more books lifting them 10 or more times over his head. This entire sequence and procedure can be repeated two or three times weekly. It is well to adjust the number of repetitions as the students improve their performances. Consultation with a physical education or recreation instructor will give the teacher additional information and suggestions in this area. The more traditional weight lifting programs must be carried out by the physical education or recreation staff. The proper use of weights and related equipment is of primary concern and should be under the direction of a qualified person.	
Uses barbell and dumbell for curls, bench press, rolls, etc.	Barbell and dumbell equipment should be used for curls, bench press, rolls, and other standard methods. Repetitions will be regulated by the individual student's strength. The amount of weight should never be strenuous with the first lift.	
Uses exercisors, isotonic and isometric equipment.	Exercisors, isothonic, and isometric equipment is very good for retarded students and when used properly will add confidence and help make gains for the student. One should use this equipment at the rate of each individual student. For example, the teacher may instruct the student to so an isometric exercise	

SER-LARS Report E-3
Instructional Methods

NLRC/P

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	such as pushing outward on a doorway as long as he can. One student may do it for 10 seconds and another student for 25 seconds. However, when working with weights and equipment that tend to cause strain or excess work, the teacher must practice exceptional safety to insure the health and well-being of the student.	

Accession Number 53506

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53506
TITLE: Modern Dance
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: Gym, playground
Level:: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Swings left or right arm forward, backward and sideward.	I. Swings A. Arm Swings 1. Single arm swings (left or right)	
Swings both arms forward, backward, sideward, and in opposite directions.	2. Double arm swings a. forward and backward b. sideward c. in opposition (one swings forward while the other swings backward)	
Swings both arms in a circle forward and backward.	3. Arm swings combined with arm circling a. double arm swings forward or backward one time.	
Swings leg forward and backward.	B. Leg Swings (Estudientina) 1. Forward and backward a. standing on supporting foot with arms held sideward for balance (be sure body weight is directly over the supporting foot; swing is from the hip with a completely relaxed leg.	
Swings leg and arm in opposition.	b. same as above except that arms swing in opposition to leg (right leg forward, right arm back, etc.)	
Swings leg and arm in opposition, stepping forward.	c. same as above except that a step forward is taken on the eighth measure so that the other leg becomes active.	

NLRC/P

Accession Number 53506

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	II. Jumps (Humoresque)	
Bends forward.	A. Assume a relaxed position, bend forward as it ready to bounce a large imaginary ball.	
Bounces up and down.	B. Bounce the imaginary ball (bounce up and down working ankles and knees). Keep bouncing "it" higher until you are standing erect.	
Standing, arms at side, jumps in rhythm.	C. Stand tall, keep arm at side (forget imaginary ball and concentrate on jump) and jump in rhythm.	
Jumps low and high.	D. Combine 3 small (low) and one big (high) jump 1. on the small jumps, feet hardly come off the floor. 2. on the big jumps, jump as high as possible, extending legs and feet fully.	
Sitting, bends knees, and bounces.	III. Stretches and Bounce Body bounces and leg stretches 1. bend knee bounces 16 times; bend knees, place soles of feet together and hold ankles; lean forward as far as possible and bounce in rhythm.	
Sitting, legs straight bounces.	2. straight leg bounces 16 times; place legs directly forward and hold ankles; lean forward as far as possible and bounce in rhythm.	

Accession Number 53507

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53507
TITLE: One, Two, Button My Shoe
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-08 Adaptive physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: Gym, playground
Level: Primary, pre-vocational

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Plays One, Two Button My Shoe	One player, selected to be "It" takes a position in the center of the playing area. The other players take positions on one of the goal lines. When all have room and are touching the line, the following dialogue * is carried on: Students: one, two---Leader: button by shoe. Students: three, four--Leader: knock on the door. Students: five, six--Leader: pick up sticks. Students: seven, eight--Leader: run or you;ll be late! One the word late, and not before all students run forward, trying to get to the other goal line without being caught by the leader. *Have the leader lead the players in calisthentic exercises all during the dialogue.	

Accession Number 53508

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53508
TITLE: Do This and Add Something Exercise
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: Gym, classroom, playground
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Follows exercises.	Player(s) are in circle formation. One player is in the center and begins exercises he chooses, such as arm stretching. All players follow and then the player in the center chooses some other player to be in the center saying, "Do this and add something". The activity continues until all players are in the center.	

Accession Number 53509

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53509
TITLE: Numbers Change
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions for The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: Gym, playground
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to respond. Attempts to acquire new position before another student.	All players except one stand in a circle facing center, with the odd man standing in the center. Each player has a number. The center player calls any two of these numbers and the players with the numbers called must trade places. The odd man also tries to get one of the places. The player left without a place is the next one to call two numbers.	

Accession Number 53510

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53510
TITLE: Running
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
13-08 Adaptive Physical Education/Trainable Mentally Retarded
11-15 Gross Motor/Run

CONSIDERATIONS FROM EDITOR(S):
Environments: Gym, playground
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Runs in place, increasing pace gradually.	Running in Place--Assume relaxed stance. Begin slow runs in place. Gradually increase pace to hard run, bringing knees high. Return to original slow pace.	
Runs in place while timed.	Timed Run in Place--Run in place while counting to 100. Run in place for 1 minute, 2 minutes, 3 minutes. Run to music.	
Runs through maze or obstacle course.	Maze Run--Teacher lays out maze or obstacle course in classroom or on field for timed running.	

Accession Number 53511

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53511
TITLE: Barefoot Walk
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions for the Trainable Mentally Retarded
EDITOR(S)

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A5-01 Tactile Acuity
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: Playground
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks barefoot through mud, water, sand, dirt, over rocks, cement floors Describes feelings	Walk barefoot through mud, water, sand, dirt, and over rocks, cement floors, etc, and describe feelings involved.	

Accession Number 53512

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53512
TITLE: Stereognosis Games
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	A5-01	Tactile Acuity
	14-00	Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: Classroom and playground
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Discriminates between various objects.	Seat students. Display objects, name and touch them. Replace objects in the bag. Have one student reach in and pull out designated object only. Variation: Same as above only occlude student's vision and hand him an object. Have him feel it and them name the object.	

Accession Number 53513

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53513
TITLE: Rubbing Extremities
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A5-01 Tactile Acuity
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: Classroom, playground, gym
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to tactile stimuli.	Have student sit or lie on floor. Take each object separately and rub over parts of student's body, especially plams of hands and soles of feet. Student may also rub samples over his own arms and legs.	Carpet samples Rough and smooth pieces of cloth Ice Feathers Soft and hard objects

Accession Number 53514

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53514
TITLE:	Ride the Sheet
AUTHOR(S):	M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE:	Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S)	P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A5-01 Tactile Acuity
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: Classrooms, playground
Level: Pre-school, Prim.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on sheet and allows implementer to pull sheet around the room.	Student sits on sheet while teacher pulls sheet around the room. He may or may not be required to hold onto the sheet.	Old sheet or blanket

Accession Number 53515

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53515
TITLE: Belly Crawl (Commando)
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A5-01 Tactile Acuity
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: Gym, classroom
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Prone, legs extended, and allows body to move.	Student lies on stomach, legs extended. Drag body forward using arms. Do this on a mat, carpet samples or on floor.	Mats Carpet samples

Accession Number 53516

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53516
TITLE: Blindfold
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF A5-01 Tactile Acuity
LEARNING OBJECTIVES: 14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: Classroom, playground, gym
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Plays Blindfold	The student's select partners and one of each pair of students is blindfolded. The partners hold hands and those who are leaders take their blindfolded partner around the room. The teacher has explained to the leaders that they should take their partners silently around the room to touch and feel various objects, exploring the textures of different kinds of things. The roles are then reversed, the former leaders are blindfolded and led around the room.	Blindfolds

Accession Number 53517

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53517
TITLE: Blow Them Over
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A5-01 Tactile Acuity
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: Classroom, playground, gym
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Blows paper figures off desk without using hands.	Make small paper figures from stiff construction paper. The figures should be about 3" x 6½". Fold under a 3" square for the base. Draw figures on the paper. Have the student stand in front of the figures which are to be blown over with his hands behind his back. Blow and blow again. Blow all the figures off the table. Then repeat the process.	Stiff paper

Accession Number 53518

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53518
TITLE: Who's Missing?
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:

A2-06	Visual Discrimination
14-00	Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: Classroom, playground, gym
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Discriminates between fellow students	Seat students in a circle on floor or in chairs. Make sure every student knows first names of all others in group. Instruct students to close their eyes. Put a sheet over the entire body of one student. Students open their eyes and try to guess who's missing or who is under the sheet.	Sheet

Accession Number 53519

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53519
TITLE: Hide the Bean bag
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-06 Visual Discrimination
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: Classroom, playground, gym
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Guesses location of bean bag.	Seat students in a small circle. One student is given bean bag while others have eyes closed. The student who is "It" has to guess who has the bean bag. Teacher determines how many guesses are allowed.	Bean bag

Accession Number 53520

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53520
TITLE: Drawing
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-06 Visual Discrimination
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: Classroom, playground, gym
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Identifies drawn objects. Discriminates between drawn objects.	The class is divided into two teams sitting at tables on opposite sides of the room. Both tables are provided with plenty of paper and crayons. The teacher has a list of easily identifiable objects--trees, trains, cow, cat, etc. Each group selects a member to draw a picture of the object the teacher secretly tells the group representative. As the student is drawing the object the other group members are attempting to identify the object. The first do do so earns a point. After all students have had an opportunity to draw an object, the points are totalled and tne group with the most is the winner.	Paper and crayons

Accession Number 53521

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53521
TITLE: Hide the Object
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions for The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-06 Visual Discrimination
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: Classroom, playground, gym
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Discriminates between objects.	Seat students in circle. Display 2-3 items on a tray. Have students name and feel objects, talk about them--what are they used for. Then replace objects on tray, cover tray. Remove one object and cover it with the cloth. Now ask one student (or group) "What's missing?" Number of items on tray can be increased.	Tray Familiar objects Cloth

Accession Number 53522

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53522
TITLE: What's Under the Cover
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-06 Visual Discrimination
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: Gym, classroom, playground
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Discriminates between various objects.	Seat students in circle. Show them objects in the bag or on tray. Now cover up all objects. Select one, keeping it covered with cloth. Hold up object with cloth pulled tightly over it. Have students guess what's under the cover by it's shape.	Tray or bag of familiar objects Cloth

Accession Number 53524

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53524
TITLE: Behavior Modification
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-08 Social Interaction/Relationship to School

CONSIDERATIONS FROM EDITOR(S):

For Author's Use ONLY:
I a
II a
III b
IV a

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Discusses and plans behavior, procedures and rewards in order to modify own behavior.	Discuss and plan with student a behavior modification objective, system or operation, and rewards.	
Demonstrates understanding and willingness to modify behavior.	Observe and record student's behavior according to characteristics described on a predetermined check list.	
Receives established number of credits.	Log student's record of behavior and award predetermined credits.	

Accession Number 53526

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53526
TITLE: Time Tables
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F4-03 Multiplication/Multiplication Facts

CONSIDERATIONS FROM EDITOR(S):

For Author's C 2
Use ONLY: B 2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Present the following procedure to aid student in learning multiplication tables.	
Writes times table.	Prompt student to independently write out the total table to be learned and use addition to figures answers.	
Recites table in order looking at answers. Recites table in mixed order, looking at answers. Repeats without visual aide.	Orally check with student these facts. First in order, student looking at answers. Then mixed, student looking at answers. Next repeat these two steps, student not seeing answers. When mastered, go over orally in a mixed order, student not seeing answers. If an answer is wrong, show correct answer to student and then prompt student to repeat.	
	When student feels ready, go on to fact card and use pacer to time.	

Accession Number 53527

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53527
TITLE: Weekly Vocabulary List
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D5-13 Vocabulary Development/Sight Words

CONSIDERATIONS FROM EDITOR(S):
For Author's Use ONLY: C 16
C 3

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Present student with word list. Separate correct from incorrect responses.	
	Select ten words that the student can identify on sight from the list of correct words.	
Selects words to be learned for the week.	Prompt student to select five (any specific number you deem adequate) from his list of incorrect responses to be learned in one week.	
	Add one word that he doesn't know to the list of ten words he does know.	
Orally creates sentences with word list.	Prompt student to orally create as many sentences out of eleven words as he can.	
	Add one word that he doesn't know each day.	

Accession Number 53530

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53530
TITLE: Pouring of Water
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS	13-08	Adaptive Physical Education/Trainable Mentally Retarded
OF	14-00	Recreation and Playground Activities
LEARNING OBJECTIVES:	M1-02	Self Knowledge/Name/Touch Body Parts
	14-01	Recreation and Playground/Swimming

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, swimming pool
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in pool Names body part when water touches it Pours water on different body parts.	1. While the student sits on the side of the pool, pour water over various parts of his body and have him name the part. 2. Have the student pour the water as you name the part. These activities do not necessarily have to be done in a swimming pool.	Water containers

Accession Number 53531

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53531
TITLE: Texture Ball Throw
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Throws ball	Using an infant spong ball, Nerf ball or texture ball student begins with underhand toss to a friend standing close by. Gradually extend distance as accuracy improves. Move to overhand throw.	Texture ball Nerf ball

Accession Number 53532

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53532
TITLE: Pouring
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Practices pouring from one container to another. Practices dipping spoon into sand and transferring to another container.	Students can practice: pouring from one container to another; or dipping into sand with spoon and transferring it to another container. Prevoc. level can be given the opportunity to practice pouring during mealtime or snack breaks by serving others.	Sand or small sized gravel Water Containers Spoon or shovel

Accession Number 53533

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53533
TITLE: Hide the Thimble
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-06 Visual Discrimination
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: Gym, classroom, playground
Level: Pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Plays "Hide the Thimble"	The teacher hides the thimble while one of the players is out of the room. The thimble is placed so that it can be seen. The player comes back into the room and looks for the thimble. When he finds it, another player is choosen to look for the thimble.	Thimble or small object such as a button

Accession Number 53534

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53534
TITLE: Circus Ponies -- Game Using Numbers 1-10
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-03 Numeration/Counting/Cardinal

CONSIDERATIONS FROM EDITOR(S): Grades Kdg. - 1

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Form a circle of ten Listen to number whispered Trot around in circle until number is called. When number is called steps forward and stamps foot the number of times indicated. Chooses new student to play when turn has ended.	Introduction--"Today we will have a little circus right here in the classroom. I will call one student to the front of the room to be our ringmaster. I will call ten students to be Circus Ponies. The ponies will form a circle around the ringmaster. I will whisper a number between 1 and 10 to each pony. Be sure to remember your number!" The ponies may trot quietly around the circle until the ringmaster calls a number. All the ponies will stop, and the pony called will step forward and gently stamp his foot the number of times indicated by his name. If he is correct, he may trot around the circle and return to his place. If he is wrong, he must stay in his place. Perhaps the ringmaster will give him another chance later in the game. After each pony has had a turn, each one may choose a new person to play Circus Ponies.	

Accession Number 53535

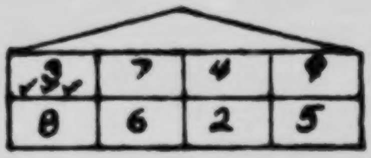
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53535
TITLE: Postman - Counting Game
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	F1-03	Numeration/Counting/Cardinal
	F1-08	Numeral Recognition
	F1-11	One to One Relationship

CONSIDERATIONS FROM EDITOR(S): Grades Kdg.- 1

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Draws checks to illustrate number concept.	Draw on the board a diagram like that shown:  Introduction: "Let's pretend that you are postmen, and that this is an apartment building in a large city. The number in each apartment tells how many letters you may deliver there. I will point to an apartment and call a postman to put one check ( ) for each letter he would deliver. Draw your checks right below the number to which I point."	

Accession Number 53536

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53536
TITLE: Bounce the Ball--Counting Game
AUTHOR(S): Mary E. Piatt, Ed.
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-03 Numeration/Counting/Cardinal
A1-13 Auditory Sequential Memory

CONSIDERATIONS FROM EDITOR(S): Grades Kdg.-1

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bounces ball a certain number of times. Asks another student to clap his hands the same number of times.	Introduction: "Here is a new counting game you may play with this large rubber ball. One person will come to the front of the room to be our leader. He will bounce the ball any number of times betwen 1 and 10 (or 1 and 20, etc.). Then he will call on someone in the room to clap his hands the same number of times as the ball was bounced. So you see, you must listen carefully and count while the leader is bouncing the ball. If the student called on claps the correct number of times, he may be the new leader."	Large rubber ball

Accession Number 53537

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53537
TITLE: Blindfold--Counting Game
AUTHOR(S): Ed., Mary E. Platt
SOURCE: PLUS--A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-03 Numeration/Counting/Cardinal

CONSIDERATIONS FROM EDITOR(S): Grade 1

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Arrange the students standing in a circle. Introduction: "Mary, you may be our first "It" for the game of Blindfold. I will blindfold you and have you stand in the center of the circle. The rest of you will march in a circle around Mary until she says "Stop." Then she will point to the circle."	Blindfold
Counts in numerical sequence until identified.	The person to whom she is pointing will start to count. He may use his own vice or a funny voice, but we must be able to understand what he says. He will continue counting while Mary takes three quesses to tell the name of the person who is counting. If she guesses correctly, the student who counted will take her place. If not, she must stay in the circle one more time.	

Accession Number 53538

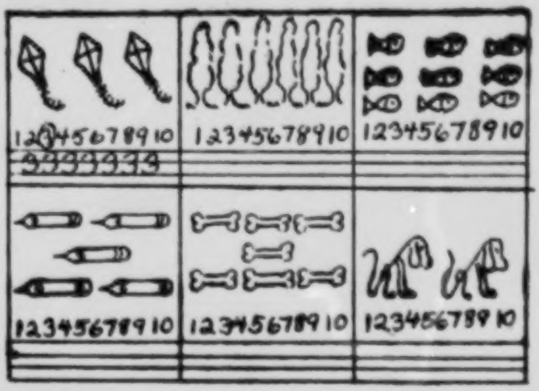
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53538
TITLE: Identifying the Correct Number of Objects in an Illustration
AUTHOR(S): Ed., Mary E. Platt
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-11 One to One Relationship
F1-03 Numeration/Counting/Cardinal

CONSIDERATIONS FROM EDITOR(S): Grade 1

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Divide a stencil sheet into 6 or more sections. In the top of each square draw a quantity of objects. Below each group write the numbers from 1 to 10. Below this draw guide lines which the students may use for writing. Duplicate one sheet for each student. Each student will also need a pencil and crayons.	
Colors pictures	Example:  12345678910 3333333 12345678910 12345678910 12345678910 12345678910 12345678910	
Observes picture Counts number of items shown. Circles numeral to illustrate quantity in picture	Introduction: This game will show me how well you can count, and how neatly you can write your numbers. Look at the first square on your sheet. How many kites do you see, Tom? Yes, 3, so you may circle the 3, because it tells how many kites are shown (demonstrate).	

NLRC/P

Accession Number 53538

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Writes numeral	See the lines below the numbers? You may use these lines to practice writing the number 3. Write as many 3's as will fit neatly in the space given. (Demonstrate).	
Colors pictures	You may complete the remaining squares in the same way. If you finish early, you may color the pictures.	

Accession Number 53539

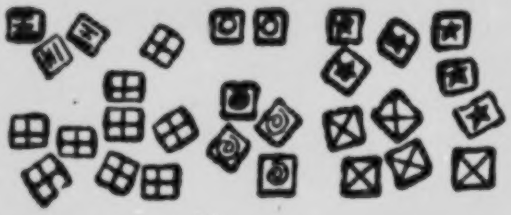
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53539
TITLE: Counting Blocks
AUTHOR(S): Ed., Mary E. Platt
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-03 Numeration/Counting/Cardinal

CONSIDERATIONS FROM EDITOR(S): Grade 1

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Draw on the board groups of variously-marked blocks. Put different quantities of blocks in each group, and within each group all blocks should have the same marking. Below the blocks write questions about the groups.	
Writes numeral in blank.	Example:  1. How many ☒ ? 2. How many ◙ ? 3. How many ⊞ ? 4. How many ▣ ? 5. How many ◙ ? 6. How many ☰ ?	
	Introduction: I have drawn several groups of blocks on the board. The blocks in each group are marked differently.	
Writes question	Write the first question you see on the board. What does it say, Martha?	
Reads question		

NLRC/P

Accession Number 53539

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Answers question	Yes, "How many blocks with an "X" on them?" How many blocks do you see with that marking, Carl? Yes, 5. So you may write "5" on the blank, because it tells how many blocks are marked with "X". You may copy and complete the other sentences in the same way.	

Accession Number 53540

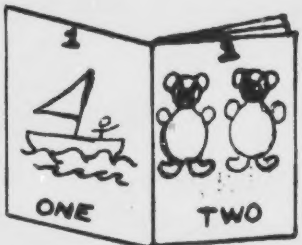
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53540
TITLE: Number Books
AUTHOR(S): Ed., Mary E. Platt
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-03 Numeration/Counting/Cardinal
F1-11 One to One Relationship

CONSIDERATIONS FROM EDITOR(S): Grade 1

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Introduction: Today you may begin making number books. These books will show the numbers from 1 to 10. When the books are finished, you may take them home to show your Mothers and Farhers how well you can count, and how neatly you can work.	Pencil Crayons
Writes numerals on pages of number book. Writes number words on pages of number book. Colors object(s) illustrated on pages.	At the top of the first page, write the number "1". At the bottom of that page write the word "one". In the center you may use your crayons to color one object, one football player, or one of any object you wish. Work neatly so your book will be attractive.	
	(Continue in this way until one page is completed for each number between 1 and 10. You may wish to do only one or two pages one day, and continue in succeeding activity periods until the booklet is completed).	
	Example: 	

Accession Number 53541

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53541
TITLE: I'm Thinking of a Number - Game
AUTHOR(S): Ed., Mary E. Platt
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-09 Number Sequence

CONSIDERATIONS FROM EDITOR(S): Grade 1

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to number guessing game.	Introduction: Today we'll play a game to see if you can tell what number I'm thinking of. Listen carefully to my description. If you think you know the number, raise your hand. Teacher: "I'm thinking of a number between 5 and 7." "I'm thinking of a number that comes before 4." "I'm thinking of a number that comes after 17."	

Accession Number 53542

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53542
TITLE: A Number Writing Race - Game
AUTHOR(S): Ed., Mary E. Platt
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Services, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-03 Numeration/Counting/Cardinal
F1-08 Numeral Recognition
F1-09 Number Sequence

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	On the board draw 2 giant squares. Divide each square into ten rows of ten squares each.	
	Divide the class into two evenly-matched teams. Give the first person on each team a piece of chalk and an eraser.	
Walks to board and writes numeral. Walks back and gives chalk and eraser to temmate.	Introduction: When I say "Go," the first member of each team will walk (not run) to the board and write the number "1" in the first square of his team's chart. Then he will walk back and give the chalk and eraser to the second player. That player will write "2" in the second square, and so on. Write carefully, for if you write the number incorrectly or sloppily, I will make you erase and do it over. The team which counts to 100 first is the winner.	
	(This game gets very exciting and needs firm control. Even if one team is ahead at times, there is always an opportunity to catch up when some student makes a time consuming mistake.)	

Accession Number 53543

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53543
TITLE: Follow the Dots
AUTHOR(S): Ed., Mary E. Platt
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:		
	F1-03	Numeration/Counting/Cardinal Concepts
	F1-08	Numeral Recognition
	F1-09	Number Sequence

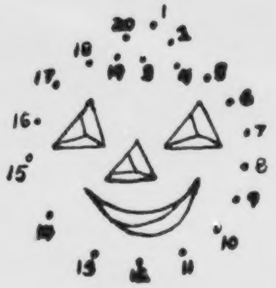
CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

Place a sheet of tracing paper over a simple line drawing (a good source for this type of drawing is a coloring book or workbook). Instead of tracing the picture, put dots out lining the object in the picture. Then number the dots in sequence. Trace this pattern onto a stencil sheet and duplicate one copy for each member of your class. Students will need pencils.

Example:



Introduction: Here is a number puzale for you to do. Put your pencil on the dot numbered "1". Draw a line from this dot to the dot numbered "2". The continue the line to the dot numbered "3". Keep working in this way until you have reached the dot with the highest number. When you finish, you will have drawn an interesting picture. If you have time, you may color the picture.

MEDIA/MATERIALS

Tracing paper

Accession Number 53544

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53544
TITLE: Line 'Em Up - Counting Game
AUTHOR(S): Ed., Mary E. Platt
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-09 Number Sequence
F1-08 Numeral Recognition

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Cut tagboard flashcards and number them from 1 to 10, 1 to 20, etc. Place the cards in the chalk tray, making sure they are not in proper numerical sequence.	
Observes cards. Arranges cards in numerical order.	Introduction: The cards in the chalk tray could be used to count from 1 to 10. But as you see, they are not in proper order. Sally, can you come up and rearrange the cards so they will count in proper order from 1 to 10? (After a student arranges them, mix them up and call on another student.)	
	Variation: This can be used as a free time activity. After a student arranges them properly, have him mix them up so they will be ready for the next student. In grade 2 you could have cards counting from 1 to 100. Put a list of directions with the cards. Students can arrange the cards on their desks according to the directions given.	
	Sample Directions: 1. Count from 7 to 14. 2. Count from 43 to 51. 3. Count from 37 to 42. 4. Count from 86 to 94.	

Accession Number 53545

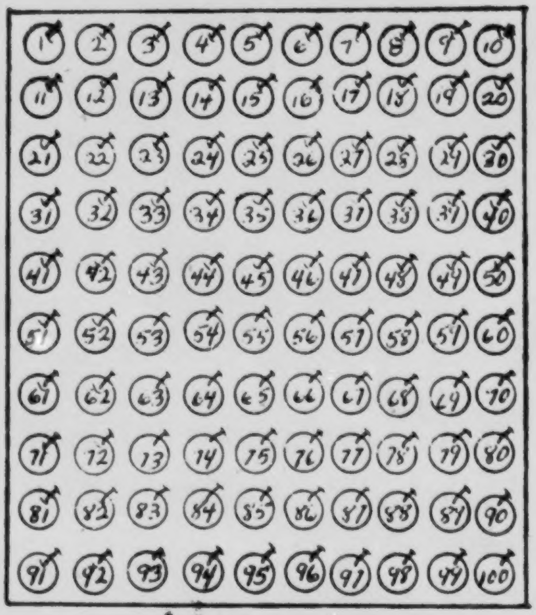
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53545
TITLE: Number Board
AUTHOR(S): Ed., Mary E. Platt
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-08 Numeral Recognition
F1-09 Number Sequence

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	The Number Board can be hung on the wall or propped in the chalk tray.	Number Board
Observes Number Board and circles. Arranges circles in proper numerical order.	Introduction: I have a new game for you to play in your free time. In this box are 100 circles numbered from 1 to 100. To play this game, you hang each number on a nail. When you finish, the numbers should be in proper order to count from 1 to 100 (demonstrate).  1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100	

Accession Number 53545

Continued

NLRC/P

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	(It helps to have a table near by, so students may lay out the tags, thus facilitating finding the numbers they need. At first you will need to check each students finished work yourself. Soon you will have students capable of doing this for you.) Variations: Ast student to count by 2's, 5's, or 10's to 100. Or ask them to count by odd numbers from 1 to 99, etc.	

Accession Number 53546

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53546
TITLE: Number Flashcards
AUTHOR(S): Ed., Mary E. Platt
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-08 Numeral Recognition
D5-13 Vocabulary/Sight Words

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Make flashcards numbered from 1-10 or 1-20, depending on your grade level. On the board write action words such as: skip, clap, hop, tap, jump, etc.	
Observes number and word. Performs action the number of times illustrated.	Introduction: Here is a new game which will show me how well you can count. I will hold up a number card and point to an action work on the board. For example, I might hold up the number "3", and point to the word "tap." Then I will call on someone. That person must tap three times. Then I will hold up a new card, point to a new word, and call on another person to play.	

Accession Number 53547

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53547
TITLE: Filing In Blanks
AUTHOR(S): Ed., Mary E. Platt
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-09 Number Sequence
F1-08 Numeral Recognition

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS

Writes appropriate number in blank

IMPLEMENTER ACTION

Prepare a stencil sheet containing problems like those shown. (Or, you may place the material on the board and have the students copy it.) Duplicate one sheet for each student.

Students will need pencils.

Example:

1. ___6
2. 24__
3. 38__
4. __97
5. __16
6. 13__
7. 45__
8. 89__1
9. 60
10. 72___
11. ___49
12. 21___
13. 39__
14. 64__
15. __30
16. 53__
17. 19__
18. __36
19. __70
20. 47__
21. 79__
22. 92__
23. __20
24. __84

Introduction: By each number is a blank. If the blank comes first, write the number that comes before the number shown. If the blank comes last, write the number that comes after the number shown.

Let's do the first one together. Is the blank before or after the 6?

MEDIA/MATERIALS

pencils

Accession Number 53547

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

Yes, before. So what number should you write on the blank? Yes, 5, because five comes before six. Do the others in the same way.

Variations: Leave several blanks before and/or after each number. Students fill in all the blanks to complete each series.

Example:

1. ___ ___5 ___ ___
2. 8___ ___ ___ ___
3. ___97 ___ ___ ___
4. ___ ___ ___ ___60

Or in higher grades, students could do the same type of exercise using Roman rather than Arabic numerals.

1. ___XI
2. ___ ___XXV ___
3. II___ ___ ___
4. ___ ___ ___XX

MEDIA/MATERIALS

Accession Number 53548

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53548
TITLE: Count to 100
AUTHOR(S): Ed., Mary E. Platt
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-03 Numeration/Counting/Cardinal
F1-09 Number Sequence

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Counts to 100 sequentially.	Introduction: Let's play a game called "Count to 100." I will call on someone to begin counting to 100. But after he has counted only a short time, I will say, "Stop." Then I will call on another person to continue counting, beginning where the first person left off. Soon I will say, "Stop," again, and call on a third person to continue the counting.	
Follows counting.	We will continue in this way until you have counted to 100. You must listen carefully, for you never know when you may be called on.	

Accession Number 53549

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53549
TITLE: Claendar Numbers
AUTHOR(S): Ed., Mary E. Platt
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-03 Numeration/Counting/Cardinal

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Cut apart old calendar sheets, and give each student a set of numbers from 1 to 30. Give each student an envelope in which to keep his numbers between playing times.	
Spreads numbers at top of desk. Follows directions for arranging numbers.	Introduction: Please spread your Calendar Numbers at the top of your desk so you can see each number easily. I will give you directions for arranging these numbers, and I will walk around the room while you are working to see how well you can follow directions.	
	Sample directions: 1. Count by 1's from 1 to 30. 2. Count by 2's from 4 to 18. 3. Count by 10's from 10 to 30. 4. Count by 5's from 5 to 30. 5. Count by 1's from 16 to 27. 6. Count by 2's from 5 to 19 (odd numbers). 7. Put all the odd numbers at the bottom of your desk. 8. Count backwards from 29 to 18.	

Accession Number 53649

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53649
TITLE: Find the Numbers
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F7-03 Geometric Shapes
D3-08 Read Comp/Follow Directions

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6-7-8

SEQUENTIAL STUDENT TASKS

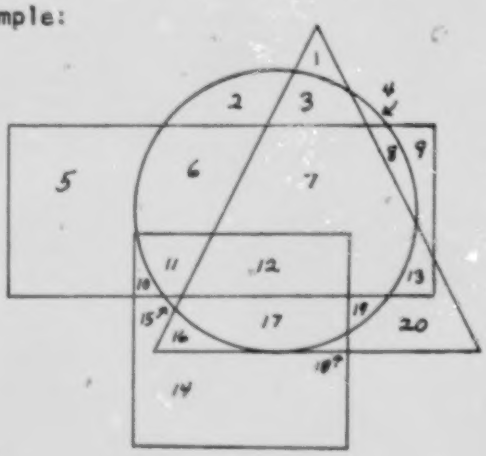
IMPLEMENTER ACTION

Draw on the board a circle, square, triangle, and rectangle. Allow each shape to partly overlap the others. Number each section of the diagram formed by crossing lines.

Below this diagram, write questions pertaining to the numbered sections.

Students will need scratch paper and pencils.

Example:



What numbers are:

1. In the rectangle, but not in the circle, square or triangle? (5,9)

MEDIA/MATERIALS

Paper

Pencils

Accession Number 53649

Continued

NLRC/P

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	2. In the triangle, but not in the rectangle or square? (20, 19, 3, 1)	
	3. In the square, but not in the circle or triangle? (10, 14)	
	4. In the circle, but not in the triangle or rectangle? (15, 2 4)	
	5. In the rectangle, but not in the triangle or square? (5, 6, 8, 9)	
	6. In the square, but not in the rectangle or circle? (14, 16, 18)	
	7. In the triangle, but not in the circle or square? (20, 13, 1)	
	Introduction: "I want to see how thoroughly you can pay attention to details and follow directions. Look at the figures on the board. What four basic shapes do you see, Tim? Yes, a circle, square, triangle and rectangle. Each figure overlaps the others. Each section has a number."	
Writes sets of numbers which answer the questions	"Number your papers from 1 to 7. By each number, write the section numbers which correctly answer the questions asked."	
	You may have 5 minutes to work. At the end of that time we will check your work and discuss each part together. Let's see who can have the most correct answers."	

NLRC/P

Accession Number 53550

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53550
TITLE: Number Down - Sequence Game
AUTHOR(S): Ed., Mary E. Platt
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-09 Numeration/Number Sequence

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Divide the class into two evenly matched teams, standing on opoosite sides of the room.	
States numbers in sequence.	Introduction: I will give a number to the first person on Team A. He must tell me the number that comes before and after the number I give.	
	If he answers correctly, he may remain standing. If he does not answer correctly, he must go back to his desk.	
	Then I will give a number to the first person on Team B, and so on. At the end of the playing time, the team with the most members still standing will be the winner.	

Accession Number 53551

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53551
TITLE: Magic Number - Counting Game
AUTHOR(S): Ed., Mary E. Platt
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-03 Numeration/Counting/Cardinal

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Counts items in box Writes numeral that corresponds to number of items in box. Writes name	Introduction: In this box are a Magic Number of paper clips. In your free time you may take the box to your desk and count the clips. Write the Magic Number on a piece of paper. Put your name on the paper, too, and place it in this second box. Before you go home tonight, we will count the paper clips together, then check the slips to see how many of you counted the correct Magic Number. I will choose one of the winners to place a new Magic Number of paper clips in the box for another contest tomorrow.	Two small boxes Small objects such as beans, corn, paper clips, etc., to be counted

Accession Number 53552

NLRC/P

SER-LARS Report E-3
Instructional Methods

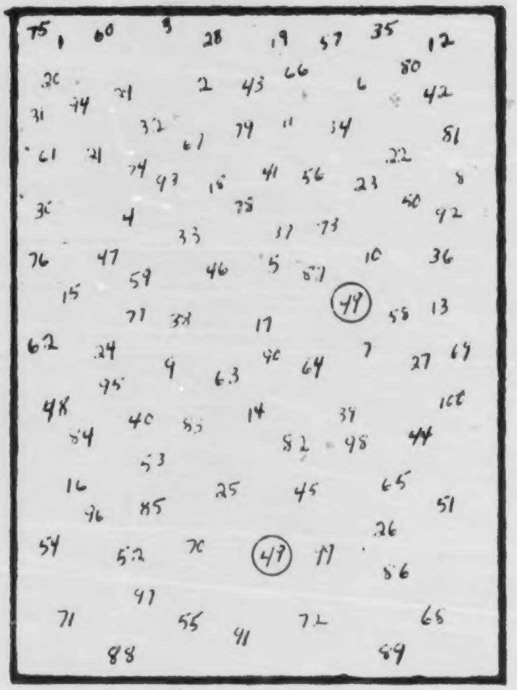
ACCESSION NUMBER: 53552
TITLE: Bad Egg - Counting Game
AUTHOR(S): Ed., Mary E. Platt
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-09 Numeration/Number Sequence
F1-03 Numeration/Counting/Cardinal Concepts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2-3

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	On a stencil sheet, scatter the numbers from 1 to 100. Write one number twice.	

Example:


75 1 60 3 28 19 57 35 12
20 21 2 43 66 6 80 42
31 74 32 67 79 11 34 81
61 21 74 93 18 41 56 23 22 8
30 4 33 78 37 73 50 92
76 47 59 46 5 87 10 36
15 71 38 17 49 58 13
62 24 9 63 90 64 7 27 69
95 48 40 83 14 39 100
84 53 82 98 44
16 96 85 25 45 65 51
54 52 70 49 77 26 86
97 71 55 91 72 68
88 89

Number 49 is the "Bad Egg"

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Circles numbers sequentially.	Introduction: On this sneet are the numbers from 1 to 100. But one number is written twice. We will call that the Bad Egg. To play this game, find the number "1" and circle it. Then circle number "2", number "3", and so on. When you have circled all the numbers from 1 to 100, you will see one that was not needed. Can you find this Bad Egg?	

Accession Number 53553

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53553
TITLE: Pegboard Fun
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A6-03 Comprehension/Non-Reading
F1-06 Numeration/Numbers/Concept

CONSIDERATIONS FROM EDITOR(S): Grades Kdg.-1

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Each student will need a pegboard and a number of various colored pegs.	Pegboard Colored pegs
	Introduction: Today I want to see how well you can listen and follow directions. Listen carefully, and see if you can do exactly what I tell you.	
	(Proceed to give directions, suiting the vocabulary to the ability level of your group. Use such arithmetic vocabulary words as right, left, across, alternate, up, down, top, bottom, square, triangle, more, less, etc.)	
Demonstrates ability to follow oral directions. Demonstrates understanding of math words, shape concepts.	Example: 1. Place one row of pegs across the top of your board. 2. Place a row of yellow pegs down the right side of your board. 3. At the bottom of you board, make a square of red pegs. 4. Place three blue pegs in the center of your board. 5. Make a triangle of green pegs on the left side of your board. 6. Alternate pegs of red and blue in a line beside the line of yellow pegs.	

Accession Number 53554

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53554
TITLE: Buy a Balloon - Blackboard Game
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-08 Numeration/Numeral Recognition

CONSIDERATIONS FROM EDITOR(S): Grades Kdg.-1

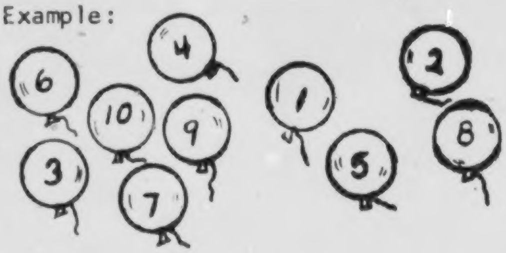
SEQUENTIAL STUDENT TASKS

Identifies numerals between one and ten.

IMPLEMENTER ACTION

Draw 10 balloons on the blackboard. In each balloon write a number from 1 to 10.

Example:



Introduction: On the board are some pretty balloons. In each balloon is a number. I will call on one student at a time to buy balloons. If you can say the number in the balloon I point to, you may "buy" that balloon. If you know all the numbers, you may buy all the balloons.

Variations: You may ask students to "buy" a balloon by naming the number which comes before and/or after the one written on the balloon. Or they may be asked to tell whether the number in each balloon is odd or even, etc.

MEDIA/MATERIALS

Accession Number 53555

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53555
TITLE: Big or Little
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D1-17 Readiness/Relationship

CONSIDERATIONS FROM EDITOR(S): Grade 1

SEQUENTIAL STUDENT TASKS

Folds paper in thirds, following oral directions.

Draws pictures illustrating "big" and "little" concepts.

Writes the word "big" under pictures illustrating that concept.

Writes the word "little" under pictures illustrating that concept.

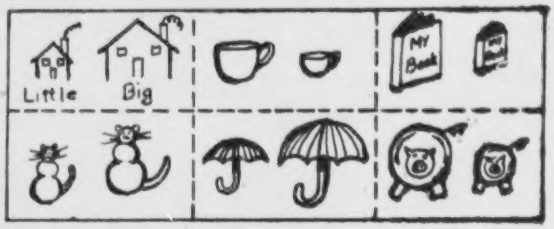
Colors drawn pictures.

IMPLEMENTER ACTION

Draw on the board a diagram such as that shown.

Example:

Big or Little?



Introduction: You may play a game now called Big or Little. To play this game you must first fold your paper in half the long way (demonstrate). Next fold it in thirds the short way (demonstrate). You have six squares now, just as you see on the board.

In each square are two pictures. One is big and one is little. Draw the two pictures. Under each big picture write "big". Under each little picture write "little". The words "big" and "little" are written on the board to help you. If you have enough time, you may color your pictures.

MEDIA/MATERIALS

Paper

Pencils

Crayons

Accession Number 53556

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53556
TITLE: Number Squares
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook dor Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-10 Numeration/Number Words

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS

Folds paper in half imitating demonstration.

Folds paper in thirds imitating demonstration.

Copies numerals from board onto section paper.

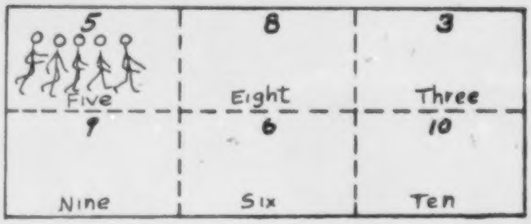
Writes number words that correspond to each copied numeral.

Draws objects in each section to illustrate number concept.

IMPLEMENTER ACTION

Draw on the board a diagram such as that shown. Each student will need a sheet of drawing paper, pencil and crayons.

Example:



Introduction: "First please fold your paper in half the long way (demonstrate.) Now fold it in thirds the short way (demonstrate.) Your paper now has six sections, just like the sample you see on the board."

"At the top of each section write the number you see in that section on the board. In the bottom of each section write the word that stands for that number. In the center of each section you may draw as many objects as the number tells you."

"Let's do the first square together. What number should you write at the top of this square? Yes, Jane, "5", just as you see on the board. What should you write in the bottom of

MEDIA/MATERIALS

Sheet of drawing paper

Pencil

Crayons

NLRC/P

Accession Number 53556

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	that square? Yes, Tom, the word "five." What should you draw in the center of that square? Yes, Mildred, five objects. You may dray 5 airplanes, 5 trees, 5 fish or five of any object you would enjoy drawing. Do the other squares the same way we did this one together. You may color the objects you draw. Variation: For drill in simple addition and subtraction, write a problem in the top of each square. Students then draw as many objects as that answer indicates.	

Accession Number 53557

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53557
TITLE: Guess My Number
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-19 Numeration/Odd/Even Identification

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Introduction: We have been talking about odd and even numbers. Who can tell me an even number? Ten is right. Who can name another? Now who knowns an odd number? Seven is very good. Can you tell us another?	
Demonstrates understanding of odd and even number concepts.	Today you may play a guessing game using odd and even numbers. One of you will come to the front of the room. You will think of an odd or even number and whisper it to me. Then you may give the class a clue to help them guess your number. If you were thinking of 17, you might say, "I am thinking of an odd number between 15 and 20. Can you guess my number?	
	Students in the room will raise their hands if they wish to guess. The leader will call on students until someone guesses the right number. That student will become our next leader.	

Accession Number 53558

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53558
TITLE: Off or Even - Team Game
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	
F1-19	Numeration/Odd/Even Identification
F2-01	Addition

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates understanding of odd and even number concepts.	Divide the class into two evenly matched teams. One team is called "Odd," and the other "Even." Introduction: To play the game of Odd or Even, one member from each team will come to the front of the room. The two students will stand back to back. Each student will hold up any number of fingers on one hand. Each player must not peek to see how many fingers his opponent has raised. The rest of you will quickly count how many fingers the two together have held up. If the total is an odd number, the Odd Team scores one point. If it is an even number, the Even Team scores one point. Raise your hand if you see your team has just won a point. I will record your score on the board. Then the next player from each team will come to the front of the room, and so on. At the end of playing time, the team with the highest score wins.	

Accession Number 53559

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53559
TITLE: Five in A Row - Sequence Game
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: FI-09 Numeration/Number Sequence

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates understanding of number sequence within a group of five.	Introduction: I will call five people to the front of the room. (Choose five.) Will you please stand one behind another facing this way? (Have students form a line as if to walk across the front of the room.) Now listen carefully, and see if you can follow my directions: Will the second person clap his hands? Will the fifth person turn around in place? Will the first person jump up and down? Will the fourth person touch his toes? Will the third person wave one hand? Very good! Now you may go back to your places and I will call another group of 5. (Continue in this way, giving each group of five new directions, until all students in the room have had a turn.)" Variation: Call 10 students to the front of the room and proceed as above to include drill in the ordinal numbers from "sixth" to "tenth," also.	

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53560
TITLE: Handy Dandy
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-09 Numeration/Number Sequence
A6-03 Comprehension/Non-Reading

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Introduction: Today you may have fun drawing a very fancy picture of your hand. Listen carefully so you will draw your picture in just the right way.	Drawing paper Pencils Crayons
Places right hand on paper, fingers spread apart. Traces hand with pencil. Demonstrates ability to listen to oral directions Demonstrates understanding of number sequence.	Put your hand on your paper. Keep your fingers spread slightly apart. Take your pencil and trace around your hand. Now, using this picture of your hand, see if you can follow these directions exactly." (You may place the directions on the board, or, if the vocabulary needed is beyond your children's reading ability, you may give directions orally. Ask students to count the thumb as a finger, and count it as number 1, the forefinger as number 2, etc.)	
	Sample Directions: 1. Draw a ring on the fourth finger. 2. Put red fingernails on the second and fifth fingers. 3. Write "first" above the first finger, and "third" above the third finger. 4. Show a blue string tied around the fifth finger. 5. Draw a Band-Aid on the second finger 6. Put a green "x" on the third and fourth fingers.	

Accession Number 53561

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53561
TITLE: Who Am I? - Guessing Game
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-09 Numeration/Number Sequence

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates understanding of number sequence.	Introduction: Let's play a guessing game called Who Am I. One student will be "It." He will come to the front of the room. He will think of any number between 1 and 100, and then give us a clue to help us guess that number. Suppose "It" was thinking of 53. He might say, "I am 5 tens and 3 ones. Who am I?" Raise your hand if you think you know. The student who guesses correctly may be the next "It."	

Accession Number 53562

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53562
TITLE: Candy Game
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:

F1-10	Numeration/Number Words
F1-09	Numeration/Number Sequence
D3-08	Reading Comprehension/Following Directions

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS

Draws ten candy sticks on paper.

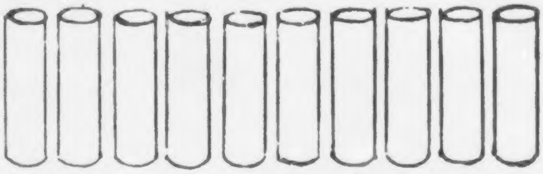
Demonstrates ability to follow directions.

Demonstrates understanding of number sequence.

IMPLEMENTER ACTION

Draw 10 sticks of candy on the board. Below this, list directions for the class to follow. Vary the difficulty of the vocabulary to suit the ability of your group.

Example:



Introduction: Draw on your paper the ten candy sticks you see on the board. Read the directions carefully, and see if you can do just what they ask. If you need help, please raise your hand.

1. Number the candy sticks from 1 to 10. Put the number above each stick.
2. Label each candy stick from "first" to "tenth." Write the label below each stick.
3. Put red stripes on the first, second and tenth sticks.
4. Put brown stripes on the fourth and eighth sticks.
5. Color the fifth stick yellow.

MEDIA/MATERIALS

Paper

Pencils

Crayons

NLRC/P

SER-LARS Report E-3
Instructional Methods

Accession Number 53562

Continued

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	6. Divide the third stick in halves. 7. Color one-third of the ninth stick green. 8. Color the seventh stick orange. 9. Put three blue flowers on the sixth stick.	

Accession Number 53563

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53563
TITLE:	Information Please
AUTHOR(S):	Ed., Mary E. Platts
SOURCE:	PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S):	P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-10 Numeration/Number Word
F1-09 Numeration/Number Sequence

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place toy telephone on a desk at the front of the room.	Toy telephone
Demonstrates understanding of number sequence.	Introduction: Have you ever telephoned information when you needed help in reaching a certain person by phone? We are going to play a game in which you may ask our operator for help.	
	"I will choose one student to come to this desk by the telephone. I will choose another student to be the operator."	
	The student by the telephone will lift the receiver and say, "Please give me the first person in the third row," or, "Please give me the fourth person in the fifth row," etc. The operator will call that person by name.	
	"If the operator calls the correct student on his first try, he (the operator) may sit at the telephone, the student called will become the operator, and a new game begins."	
	"If the operator calls the wrong student the original student at the telephone will place a second call, and the original operator will get one more chance to try to locate the correct person."	

Accession Number 53564

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53564
TITLE: Who Is It?
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-09 Numeration/Number Sequence

CONSIDERATIONS FROM EDITOR(S): Grades 2-3

SEQUENTIAL STUDENT TASKS

Folds paper into multiple sections and copies names in each section.

Demonstrates understanding of number sequence concept.

IMPLEMENTER ACTION

Draw on the board a seating chart for your classroom.

Example:

Connie	Bill	Sue	Doug	Jill	Chuck
Alvin	Marie	Tom	Betty	Bret	Karen T.
Carla	Kevin	Sandy	Glen	Mildred	Joe
Mike	Shiela	Jim	Barbara	Bob	Alice
Jane	Martin	Karen J.	Art	Irene	Frank

Introduction: On the board is a seating chart for our classroom. Fold your paper to form the necessary amount of squares (demonstrate - the number will vary according to the size of your class), and copy each name in its proper place.

Now you are ready to play "Who Is It?" I will say, "I am thinking of someone who sits in the first row, second seat. Who is it?" Decide who that person is. Use a marker to cover that name on your chart.

I will continue calling names in this way until all have been covered on

MEDIA/MATERIALS

9" x 12" sheet of newsprint

Pencil

Buttons, seeds, squares of paper, etc., to use as markers

NLRC/P

Accession Number 53564

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	your chart except one. Then I will say, "All names on your chart have been covered except one. Who is it?" That person may come to the front of the room and call names for a second game. (While this game appears absurdly simple, the fact they are working with thier own names makes it an appealing game for students. It provides excellent drill in ordinal numberals.)	

Accession Number 53565

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER:	53565
TITLE:	Clap In
AUTHOR(S):	Ed., Mary E. Platts
SOURCE:	PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S)	P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-09 Numeration/Number Sequence

CONSIDERATIONS FROM EDITOR(S): Grades 2-3

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates understanding of number sequence.	Introduction: I will call on one student to be our leader for the game of Clap In. He will walk to the desk of any student in the room and give directions such as "Please move to the third seat in the second row," or, "Please move to the first seat in the fourth row," etc. When the student stands up to move, the leader will sit down in the empty chair. If the student goes to the right seat, you may all clap softly. If he goes to the wrong seat, make no sound at all. Then he will know he has to try again. When the student finds the right seat, he will sit in it. The student who was sitting there will become our new leader.	

Accession Number 53566

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53566
TITLE: Number Words - Worksheet
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-10 Numeration/Number Words
F1-08 Numeration/Numeral Recognition
F1-14 Numeration/Roman, Other Numerals

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

Prepare a stencil containing materials like that shown. Suit the difficulty of material to the ability of your grade level. Duplicate one sheet for each student.

Example:

a. Match these words and numbers:

1.	Seventeen	52
2.	Twenty-three	9
3.	Thirty-five	40
4.	Forty	17
5.	Nine	13
6.	Ninety-two	23
7.	Fifty-two	35
8.	Thirteen	92
9.	Fourteen	11
10.	Forty-six	87
11.	Seventy-one	46
12.	Eighty-five	27
13.	Nineteen	14
14.	Eleven	19
15.	Eighty-seven	85
16.	Twenty-seven	71

b. Write the words for these numbers:

1. 25________
2. 18________
3. 52________

MEDIA/MATERIALS

SEQUENTIAL STUDENT TASKS

Demonstrates ability to recognize numerals.

Demonstrates understanding of number words, Roman, and other numerals.

IMPLEMENTER ACTION

4. 96________
5. 100________
6. 14________
7. 27________
8. 38________
9. 71________
10.. 83________
11. 44________
12. 99________
13. 65________
14. 47________
15. 19________
16. 12________

c. Write the numbers fro these words:

1. Twenty-seven________
2. Eighty________
3. Seventy-two________
4. Forty-nine________
5. Sixtn-three________
6. Thirteen________
7. Thirty-nine________
8. Ninety-nine________
9. Sixty-six________
10. Fifteen________
11. Forty-eight________
12. Twenty-two________
13. Fifty-four________
14. Thirty-seven________
15. Seventeen________
16. Twenty________

Introduction: Read the directions on this sheet. See if you can do exactly what the directions tell you. Please ask me for help if you need it.

Variation: Use the same format for exercise in Roman numberals.

MEDIA/MATERIALS

NLRC/P

Accession Number 53566

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS

a. Match these Arabic and Roman numerals:

1. VII 9
2. XIX 19
3. XXV 7
4. IX 25

b. Write the Roman Numerals that stand for each of these Arabic numerals:

1. 14___ 3. 18___ 5. 35___
2. 21___ 4. 6___ 6. 59___

c. Write Arabic numerals that stand for each of these Roman numerals:

1. XXIII____ 3. XX_____
2. XIV______ 4. XVII___

Accession Number 53567

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53567
TITLE: Grouping
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger (CSC #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-16 Numeration/Sets

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

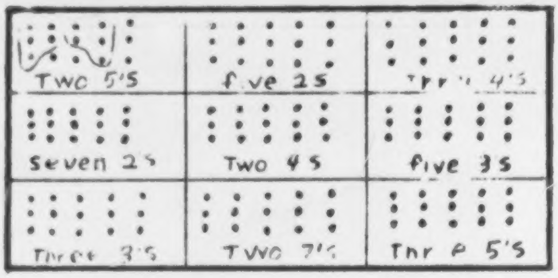
MEDIA/MATERIALS

Stencil

Pencils

Prepare a stencil containing material similar to the example. Duplicate one sheet for each student.

Example:



Demonstrates understanding of grouping.

Introduction: We have talked about grouping numbers, and this activity will show me how well you nave learned what grouping means.

What is the difference between five 2's and two 5's? Yes, Paul, five 2's means five groups with 2 in each group. Two 5's means two groups with 5 in each group.

In each square are 15 dots. Below the dots are directions for grouping the dots. Draw circles to group the dots according to the directions.

In some squares you may not need to circle all the dots shown. Use just as many as you need to show the groups as directed.

Accession Number 53568

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53568
TITLE: Bureau of Missing Numbers
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:		
	F1-19	Numeration/Odd/Even Identification
	F1-09	Numeration/Number Sequence
	F1-06	Numeration/Number/Concepts, Matching, Writing

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates understanding of odd and even number concepts. Demonstrates understanding of number sequence. Demonstrates understanding of general number concepts.	Introduction: Today you may be detectives and investigate some missing numbers. Listen carefully for their descriptions. If you think you know the answer, raise your hand. Sampel Descriptions: 1. Attention all detectives. We have a missing number. He is even. He has an older sister who is four. Can you identify him? (2) 2. Attention detectives. A number is missing. It was last seen around the middle of the number line. It has five tens, is odd, and is smaller than 53. Who is it? (51) 3. All cars be on the lookout for a missing number. His hundred's place is an even number between 6 and 10. His ten's place is 7. His one's place is an odd number less than three. Who is he? (871) 4 Officers attention. Pick up a blue car doing twenty miles over the speed limit in front of the school. How fast is he going? (Answers will vary.)	

NLRC/P

Accession Number 53568

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	5. Robbery at the bank! Attention all squads! The robber got two hundred dollar bills, one twenty, two tens, and one five. How much is missing? ($245)	

Accession Number 53569

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53569
TITLE: Be A Roman
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-14 Numeration/Roman, Other Numerals

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Write on the board the Roman numerals from one to fifty (or more, or less, depending on your grade level).	
Writes Roman numerals in proper sequence on board. Demonstrates understanding of Roman numerals.	Introduction: I have placed the Roman numerals from one to fifty on the board. I'll select one of you to put your head down on your desk, while another student erases three of the Roman numerals. Then the one with his head down will go to the board and write the correct numerals in the places where they have been erased. If he can do this correctly, he may be the one to erase the numerals next, while I have someone else put his head down.	

Accession Number 53570

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53570
TITLE: The Equal Sign
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-01 Addition
F3-00 Subtraction
F4-02 Multiplication
F5-01 Division

CONSIDERATIONS FROM EDITOR(S): Grades 3-4-5

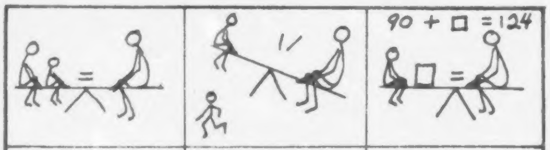
SEQUENTIAL STUDENT TASKS

Listens to math story.

Works through math equations.

IMPLEMENTER ACTION

Duplicate sheets similar to the example (or place the work on the board and ask student to copy it). Give one sheet to each student. Students will also need pencils



1. $36 + \square = 43$	6. $\square - 16 = 94$	11. $9 \times \square = 63$
2. $\square + 14 = 56$	7. $34 + \square = 51$	12. $72 \div \square = 8$
3. $75 - \square = 37$	8. $\square + 17 = 25$	13. $\square \times 3 = 48$
4. $\square - 22 = 67$	9. $84 - \square = 65$	14. $45 \div \square = 3$
5. $21 + \square = 84$	10. $\square - 9 = 7$	15. $\square \times 12 = 108$

Introduction: I have a story to tell you about the pictures at the top of your papers.

Tim and his friend, Tom, wanted to play on the seesaw. Tom weighed 124 pounds. Tim weighed 90 pounds. To make the weight on each side about the same, Tim asked his little brother, Terry, to sit on his side of the seesaw.

Look at the first picture. The boys could balance because the weight on both sides was the same. Notice the seesaw is level like the equal sign above the center is level.

MEDIA/MATERIALS

NLRC/P

Accession Number 53570

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Suddenly little Terry jumped off and went to play with his friends. Look at the second picture. The equal sign bounced off and fell to the ground. It couldn't stay as long as the two sides weren't balanced. Now Tim has to find a weight which will make his side as heavy, or equal to Tom's. In the third picture is the same seesaw. The number "90" stands for Tim's weight, and the number "124" stands for Tom's weight. The box is Terry's weight. How can we find Terry's weight, Sue? Yes, subtract 90 from 124. What is the answer, Charles? Yes, 34. Write "34" in the box. Work the remaining problems in balancing the same way. As you put an answer in each box, be sure it makes the numbers on the left side equal to those on the right side. Keep the sides of your seesaw the same so the equal sign can stay in place.	

Accession Number 53571

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53571
TITLE: Roman Race
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-14 Numeration/Roman, Other Numerals

CONSIDERATIONS FROM EDITOR(S): Grades 3-4-5-6

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Writes from one to one-hundred in Roman numerals.	Introduction: I will give you ten minutes to write the numbers from 1 to 100. All those with perfect papers may line up first for recess. Doesn't that sound easy? There's only one minor rule to this game. Please count in Roman numerals. Go! (Check papers in class after 10 minute period is up.)	

Accession Number 53572

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53572
TITLE: Human Clock
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-10 Telling Time

CONSIDERATIONS FROM EDITOR(S): Grades 1-2
Let each pair of students illustrate several examples. Then call on others to participate. This activity is especially good for slow learners.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Use chalk to draw a very large clock face on the schoolroom floor. Omit the hands. Take two ribbon streamers. Have a student sit in the center of the clock to hold one end of each ribbon. Let one ribbon (the minute hand) extend to the rim of the clock. Make the other ribbon (the hour hand) noticeably shorter.	Chalk Two ribbon streamers
Demonstrates ability to read a clock.	Introduction: "Today you are going to make a Human Clock. There is a large clock face drawn on the floor. I am going to choose two helpers to hold these ribbons, which will be the hands of the clock. One helper will be Mr. Hour and the other will be Miss Minute. Mr. Hour may hold the short ribbon and walk around to make the clock say the different hours that I shall name. Miss Minute may hold her long ribbon at twelve until she learns the work of Mr. Hour. Then she will move to show the minutes."	

Accession Number 53573

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53573
TITLE: Set Your Clock
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-10 Telling Time

CONSIDERATIONS FROM EDITOR(S):

Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Makes clock from paper.	Have each student make a clock from a paper plate. Use a felt pen or crayon to place numbers around the rim of the plate. Cut hands of tagboard. Fasten them to the clock face with a paper fastener.	Paper plate Felt pen or crayon Tagboard Paper fastener
	Introduction: (Draw on the board a clock showing, for example, 10:00. Under it write "10:00.")	
Shows 10:00 on clock. Demonstrates ability to tell time.	"Please set your clocks to show 10:00, just like this clock on the board. When our classroom clock looks just like your own clock, you may quietly clear your desks and get ready for recess."	
	(This activity gives concrete motivation for and practical application of, the knowledge of telling time. Use it as frequently as possible each day. It can be used in anticipation of any definitely scheduled activity, such as recess, dismissal, arrival time of specialized teachers, becoming prepared for the next scheduled curriculum subject, etc.)	

Accession Number 53574

NLRC/P

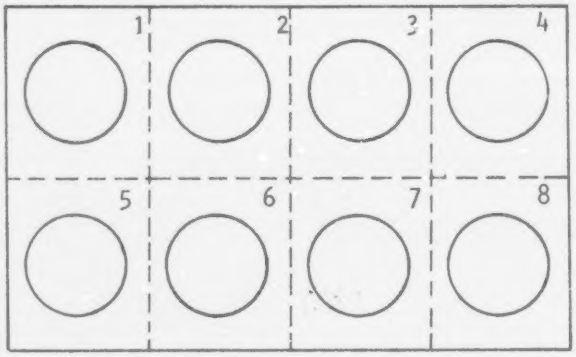
SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53574
TITLE: Clocks and Ordinals
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F7-10 Telling Time
F1-12 Ordinal Concepts

CONSIDERATIONS FROM EDITOR(S):

Grades 1-2-3

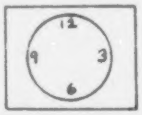
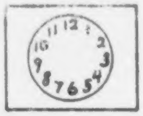
SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Each student will need a pencil and a sheet of 12"x18" newsprint. Crayons for each student are optional. Prepare enough tagboard circles 3" in diameter to pass around the class for patterns. Display a clock face in the room.	Sheet of newsprint 12" X 18"
	Prepare a list of directions and place these directions on the blackboard. Vary the difficulty of the directions to suit the ability of your group.	
Folds paper in half. Folds paper in fourths. Numbers each square from one to eight.	Introduction: "Today you are going to make clocks tell time. First, fold your paper in half the long way (demonstrate) Now fold it in fourths the short way (demonstrate). Number the squares from one to eight. Use the pattern to draw a circle in each box."	
	Example: 	

NLRC/P

Accession Number 53574

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Numbers clock appropriately with 12, 6, 3 and 9. Numbers clock appropriately with remaining numbers.	"Each circle will be a clock face. Filliin the numbers 12, 6, 3 and 9 on each clock face first. Then fill in the numbers that come between these." (This insures more even placement of numbers around the face.) Example:  Step 1  Step 2 "Now follow the directions I have written on the blackboard to complete your clocks:	
Follows directions, demonstrating ability to tell time.	Sample Directions: 1. Make the third clock say 4 4 o'clock. 2. Make the first clock say 10 tol. 1. 3. Make the seventh clock say 8:30. 4. Make the second clock say 5:45. 5. Make the fourth clock say nine thirty. 6. Make the eighth clock say quarter to 12. 7. Make the sixth clock say half past 3. 8. Make the fifth clock say 10:00.	
Colors or decorates clock.	"When you finish, you may use your crayons to make the clocks into interesting shapes, such as animals, flowers, etc. Do not color on top of a clock face, or I may not be able to read the time you have shown on that clock."	

Accession Number 53575

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53575
TITLE: What Time Is It?
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-10 Telling Time

CONSIDERATIONS FROM EDITOR(S):

Grades 1-2-3

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Use a paper plate to make a clock face. Write the numbers around the rim, using felt pen or crayon. Cut hands of tagboard. Fasten them to the clock face with a paper fastener.	Paper plate Tagboard
	Divide the class into two equally-matched teams.	
Demonstrates ability to tell time.	Introduction: "I will show this clock to the first person on Team A. If he can tell me what time the clock shows, he will win a point for his team. Then I will reset the clock and show it to the first person on Team B, and so on.	
	I will keep track of your scores. At the end of the playing time, the team with the highest score will be our winner."	

Accession Number 53576

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53576
TITLE: Telling Time Booklets
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-10 Telling Time

CONSIDERATIONS FROM EDITOR(S):

Grades 1-2-3

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Each student will need a 12"x18" sheet of manilla paper or newsprint, a pencil, scissors and crayons. Have a stapler available for children's use.	12"x18" sheet of newsprint Pencil Scissors Crayons
Folds paper in half each way. Cuts along folds. Places paper pieces one on top of the other and staples.	Introduction: "You are going to make Telling Time Booklets. First you will need to fold your paper in half each way (demonstrate). Cut along the folds. Put your four pieces of paper one on top of another, and staple these sheets together to form a booklet (demonstrate).	
Designs title cover.	"Use the top sheet as a cover. Think of an interesting title for your booklet. You may illustrate the cover if you wish.	
Describes important times on each page of booklet.	"Use the inside sheets to tell about the times that are important in your day. For example, on the first page you might write, "I get up at 7:00." Above your sentence you may draw a clock showing 7:30." Above this sentence you may draw a clock showing 7:30." Continue in this way until you have filled all the sheets in your booklet. (In grade one you will need to give specific directions for each page.)"	

Accession Number 53577

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53577
TITLE: Committee Work
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbood for Teachers of Elementary Mathematics, published by
EDITOR(S): Educational Service, Inc.

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: F7-10 Telling Time

CONSIDERATIONS FROM EDITOR(S): Grades 5-6-7-8 You may wish to extend these suggested activities over a period of several days rather than trying to cover all in one class period. One period might be used to motivate action and form committee groups for independent free time study. A second period could be used for progress reports.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Have student bring a stop watch, old magazines, time schedules for buses, trains and planes. Display in the room encyclopedias and books specifically dealing with time. Have available sheets of tagboard for mounting pictorial displays. Provide scissors, paste, staplers, etc., as needed.	Stop watch Old magazines Time schedules for buses, trains and planes Encyclopedias
Discusses the meaning of time.	Introduction: "You have been telling time since you were in the early grades. But who can tell me just what time is? (The measurement of duration.) Why do you need to tell time? (To get TV grograms, keep appointments, etc.) Do you ever need to know the number of seconds when you are telling time? (To time sports events, such as track meets, etc.) How can you tell time without a clock? (Use a sun dial, judge by sun's position, etc.) What kinds of clocks have you seen that are not like our classroom clock: (Cuckoo, grandfather's clock, stop watch, etc.)"	Sheets of tagboard for mounting pictorial displays Scissors Paste Staplers
Demonstrates ability to read stop watch, read time schedules.	"I have a stop watch you might enjoy using. Take turns timing how many seconds it takes to walk across the room, to read one page in a book, or to work several arithmetic problems. Here are some bus, train and plane schedules. At what time	

NLRC/P

Accession Number 53577

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Reports on time topics.	do the next bus, train, and plane leave for Chicago? At what time will each arrive in Chicago? There are several books on this shelf that deal with time. Who would like to report findings on time? (Allow student to examine the books and select their own topics such as" "What Makes a Clock Run?" "How Days Grow Longer or Shorter," "Big Ben," "Ancient Devices for Telling Time," "The International Date Line," etc.)" "(Divide the class into groups. Each group may particiapte in one of the activities for eight minutes, then change, until all have had experience in each activity type. At the end of this period encourage class discussion, and choose areas in which student show keen interest for further committee investigation and reports. Encourage a variety of forms for the final reports, such as oral reports, written reports, pictorial displays, actual construction of ancient time-measuring devices, etc.)"	

Accession Number 53578

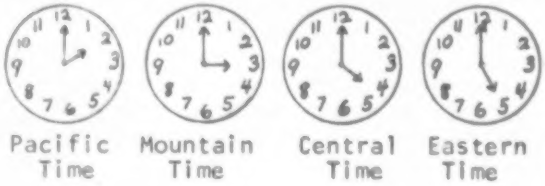
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53578
TITLE: Changing Time
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by
EDITOR(S): P. Seeger, CCSU #15 Educational Service, Inc.

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: F7-10 Telling Time

CONSIDERATIONS FROM EDITOR(S): Grades 5-6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Draw and label the clocks, as shown. Display a large map of the U.S.A., on which you have lightly marked the time zone boundaries. Have a felt pen or black crayon to darken these boundaries as the discussion indicates. Example:  Pacific Time Mountain Time Central Time Eastern Time	Large map of the U.S.A.
Discusses time differences and time zones	Introduction: "When it is 12:00 noon in our city, why is it not noon everywhere else in the world also? The instructor may illustrate that the sun is directly above us but not directly above the rest of the world." "When the sun is directly over Maine, how would it appear to someone who lives in California? (By pointing to a wall map it would be easy to illustrate that the sun would be fairly low on the horizon over California and thus be mid-morning.)" "This is why we have time zones." (The students can now draw and label time zones either on a large wall map or	

NLRC/P

SER-LARS Report E-3
Instructional Methods

Accession Number 53578

Continued

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	else on individual maps at their desks.) "I have drawn clocks showing the difference in time in our four time zones in America. How many hours difference between Pacific and Eastern time?" (Compare the time differences between New York and several principal cities throughout the country.) "If a ball game started at 2:00 in California, what time would you need to turn on your television set if you wished to watch the beginning?" (The above listed ideas may lead to further research and the results could be prepared reports on such topics as Greenwich Time, Daylight Saving Time, The International Date Line, How Time Zones Affect Plane or Train Schedules, etc.)	

Accession Number 53579

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53579
TITLE: Grocery Store
AUTHOR(S): Ed , Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S)

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-04 Money/Making Change
F7-07 Money Concepts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2-3

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Have students bring to school empty boxes, jars, and cans of food items. Cut little squares of paper and tape one to each item. On each square write the price of that item. In grade one, you would keep prices below 10¢. By grade 3, the items could be priced according to their actual retail price. Use a table for a display counter. Use play money if it is available. Otherwise you can cut and label tagboard circles for coins, and green construction paper rectangles for paper money. Keep all the money in a box when not in use.	Empty boxes Jars Cans of food items Little squares of paper Tape
Demons [illegible] of money [illegible]	Introduction: "If you have free time today, you might enjoy playing in our grocery store. One person can be the storekeeper. Another can be the shopper. You will both need to take play money from this box."	
Makes [illegible]	The shopper may go to the store and pick out the things he would like to buy. The storekeeper will tell him how much he owes for his groceries. The shopper will pay for his groceries, and the storekeeper will give him change, if necessary. Then you may trade places and play again."	

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Variations: You could select one student to go to the store to buy certain items. Ask him to tell the class the total cost. If he is correct, he may "shop" again. Or, you could hold up several items for the class to see. Ask them to write the total price of those items. Then show another group of items, and so on. You could hold up several items for the class to see. Ask them to write the amount of change they would receive if they gave the storekeeper specific coins to pay for those items. Then show another group of items, and so on. Instead of displaying groceries in your store, you could ask students to bring in stuffed animals and toys for a pet store or a toy store. Caution them not to bring expensive or easily-broken toys.	

Accession Number 53580

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53580
TITLE: Price-List Seatwork
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F7-07 Money Concepts
F7-04 Money/Making Change

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4

IMPLEMENTER ACTION

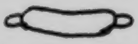
Draw on the board, pictures of various items that can be bought in a careteria. These items should be labeled with prices and names.

Each student will need a 9"x12" sheet of newsprint and a pencil.

Example:

Apple 2¢

Milk 3¢


Hot Dog 5¢

Soup 4¢

Cupcake3¢

Banana4¢

Icecream4¢

Salad 2¢

Introduction: "Today you may take nine of your friends out for lunch in our pretend cafeteria. You may choose what they will eat, and you may pay for each lunch, too."

"First, fold your paper in thirds each way (demonstrate). At the top of each square, write the name of one of your classmates. Now you may choose from the price list on the board any foods you wish to pretend your friends would enjoy eating. Write the name of the food and its

SEQUENTIAL STUDENT TASKS

Folds paper in thirds. Writes classmate's name in each square. Designates food choices and prices under each name.

MEDIA/MATERIALS

9"x12" sheet of newsprint

NLRC/P

Accession Number 53580

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS

Totals prices of each lunch.

IMPLEMENTER ACTION

price. Add the prices to find the total cost for each child's lunch."

(After this lesson is completed, the students may enjoy cutting apart the squares and giving each square to the student whose name appears at the top. These can be stapled together to form a booklet which each student will enjoy looking over or taking home.)

Example:

Jerry	Vickie	Shirley
Soup 4¢ salad 2¢ ice cream 4¢ 10¢	hot dog 5¢ apple 2¢ milk 3¢ 10¢	salad 2¢ banana 4¢ cupcake 3¢ 9¢
Jean	Robbie	Scott
milk 3¢ hot dog 5¢ banana 4¢ 12¢	apple 2¢ soup 4¢ cupcake 3¢ 9¢	hot dog 5¢ milk 3¢ ice cream 4¢ 12¢
Gordon	Susan	John
banana 4¢ hot dog 5¢ apple 2¢ 11¢	milk 3¢ apple 2¢ salad 2¢ 7¢	soup 4¢ hot dog 5¢ ice cream 4¢ 13¢

MEDIA/MATERIALS

Accession Number 53581

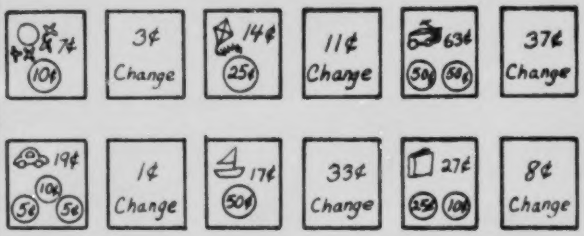
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53581
TITLE: How Much Change?
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-04 Money/Making Change

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Cuts tagboard cards with assistance. Draws or pastes pictures of toys on cards with assistance. Lists price of each toy with help. Draws several coins that total more than price with assistance. Calculates and labels on each back the change to be received.	Have students help you cut twenty 3" x 3" tagboard cards. On the front of each card draw, or cut from magazines and paste, pictures of toys appealing to students of your grade level. By each toy list its price. Under this draw and label several coins whose total is more than the price of the toy pictured. On the back of each card write the amount of change received if those coins were used to purchase the pictured toy. Example:  7¢ 10¢ 3¢ Change 14¢ 25¢ 11¢ Change 63¢ 50¢ 50¢ 37¢ Change 19¢ 10¢ 5¢ 5¢ 1¢ Change 17¢ 50¢ 33¢ Change 27¢ 25¢ 10¢ 8¢ Change	Paste Pictures of toys appealing to students
Totals each car and calculates change with another student.	Introduction: Two of you may play this game in your free time. One of you may hold a card with the picture facing your friend. Your friend will look at the price of the toy, and the total of the coins shown. He will whisper to you how much change he would get if he used those coins to purchase that toy."	

Accession Number 53581

Continued

NLRC/P

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

"The number on the back of the card will tell you if his answer is right. If he is right, nod your head and show him the next card. If he is not right, shake your head and have him try again."

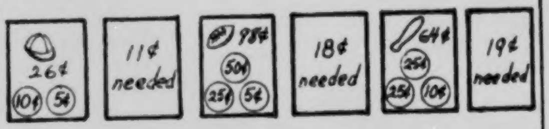
"After he has finished all the cards, he may hold them while you give the answers."

Variations: Show the cards one at a time to the class. Ask the students to write the correct answers. This allows all students to participate simultaneously. Or you may call on individual students to answer orally.

You could divide the class into two teams. Show a card to the first person on Team A, then the first person on Team B, and so on. Students score one point for each correct answer. At the end of the playing time, the team with the highest score wins.

You could prepare cards as shown on preceeding page, but under each picture and price draw and label several coins whose total is somewhat less than the price of the toy pictured. On the back of each card write the amount of money still needed to make up the purchase price.

Example:



MEDIA/MATERIALS

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

"The number on the back of the card will tell you if his answer is right. If he is right, nod your head and show him the next card. If he is not right, shake your head and have him try again."

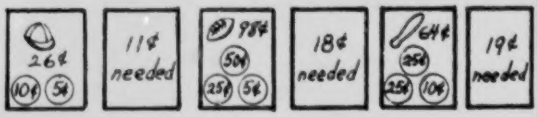
"After he has finished all the cards, he may hold them while you give the answers."

Variations: Show the cards one at a time to the class. Ask the students to write the correct answers. This allows all students to participate simultaneously. Or you may call on individual students to answer orally.

You could divide the class into two teams. Show a card to the first person on Team A, then the first person on Team B, and so on. Students score one point for each correct answer. At the end of the playing time, the team with the highest score wins.

You could prepare cards as shown on preceeding page, but under each picture and price draw and label several coins whose total is somewhat less than the price of the toy pictured. On the back of each card write the amount of money still needed to make up the purchase price.

Example:



MEDIA/MATERIALS

Accession Number 53582

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53582
TITLE: Grocery Shopping
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-07 Money/Money Concepts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place several newspaper grocery advertisements in a manila folder. To each advertisement clip a "grocery list" of items to be purchased.	Newspaper grocery advertisements Manila folder
Lists grocery items and totals cost.	Introduction: "In your free time, you may enjoy pretending you are shopping for Mother. In this folder you will find grocery advertisements and lists of items she wants. Can you find the total cost if you bought all the things on Mother's list?"	
	Variations: Folders may contain story problems which require referral to the advertisement.	
	You could ask students to find the amount of change they would receive if they had, for example, $5.00 with which to purchase the items on the list.	
	Younger students might be asked to draw and label the coins they could use to purchase each item on the list.	
	You could ask students to find the cost of a half dozen oranges, when only the price per dozen is given in the ad; or find the cost of 6 cans of corn when the ad lists 2 cans for 49¢, etc.	

Accession Number 53583

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53583
TITLE: Take Your Pick
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbood for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-07 Money/Money Concepts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Write on the board problems similar to those shown below. Students will need pencils and paper. Example: 1. Quarter + nickel + dime OR quarter + quarter 2. Quarter + dime + half dollar OR three quarters 3. Dime + dime + dime + nickel + quarter OR half dollar + nickel 4. Dollar OR nickel + three quarters 5. Quarter + dime + dime + dime OR half dollar. 6. Five dollars + five dollars OR five dollars + one dollar + one dollar + one dollar + fifty cents + dime + dime + dime + quarter. 7. Ten dollars OR five dollars + fifty cents + fifty cents + dime dime + dime + dime + dime + dime dime + nickle. 8. Quarter + penny OR nickel + dime + penny + penny + penny + penny. 9. Seven dimes OR three quarters. 10. Seven half dollars OR four dollars.	Pencils Paper

NLRC/P

Accession Number 53583

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Introduction: "By each number on the board are listed two groups of coins. Which amount would you rather have when you go shopping?"	
Writes total sum for each group	"Number your papers from one to ten. By each number write the total sum (50¢, 85¢, etc.) of the group of coins you would prefer to have."	

Accession Number 53584

NLRC/P

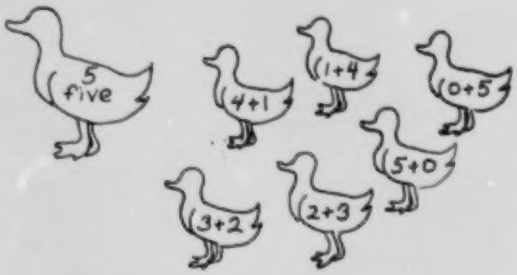
SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53584
TITLE: Duck Pond Families
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbood for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-02 Addition Facts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Prepare patterns for a large Mamma Duck and her Baby Duck. Have students trace onto construction paper and cut one Mamma Duck, and as many Baby Ducks as needed for the particular number family being studied. Students will need crayons.	Construction paper Crayons
Writes the number 5 and word on Mamma Duck.	Introduction: "You have learned the different ways in which 5 (for example) can be grouped. Find your Mamma Duck. You may write the number "5" and the word "five" on her back."	
Writes combinations of 5 on each baby duck.	"This Mamma Duck has as many baby ducks as we found there are ways of grouping five. How many is that, Jill? Yes, she has six Baby Ducks. On each Baby Duck you may put one of the combinations of 5. Each duck will have a different combination on its wing." Example:	



NLRC/P

Accession Number 53584

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Repeats for different number sets.	"You may keep the ducks in an envelope in your desk. As the days go by, you will make new ducks for different number families. As each family is added, you may put them all together and mix them throughly."	
Demonstrates knowledge of number sets and combinations.	"You may use these ducks to play a game. When I say, "Go," you may pretend each Mamma Duck is taking her Baby Ducks for a swim. But each Mamma Duck may take only her own Baby Ducks for a swim. All the combinations of three must be put with Mamma Duck number three. All the combinations of four must be put with Mamma Duck number four, and so on. The first child to get all the Baby Ducks with their correct Mammas is the winner." Variation: Make just one set of ducks for the entire class. As a free-time activity, a student may sort the Mamma and Baby Ducks into their correct families. One set of duck families could be made and used as a bulletin board display.	

NLRC/P

Accession Number 53585

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53585
TITLE: Picture Fun
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-02 Addition Facts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS

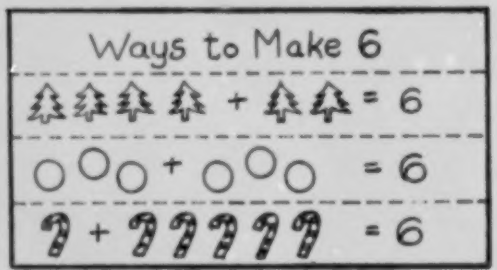
Folds paper in fourths. Writes title of number family in first quarter. Uses pictures to represent number sets.

IMPLEMENTER ACTION

Provide 12" x 18" newsprint, a printing set and stamp pads (or magazines, scissors, and paste), and black crayons.

Introduction: "At our number table some of you may have fun making number pictures. I will show you how it is done."

"First, fold your paper in fourths the long way (demonstrate). In the top section, use your crayon to write, "Ways to Make 6" (or whatever number family is currently under study). Next, think of different number combinations which make 6. Use the printing set to stamp pictures showing different ways to make 6 (or, cut pictures from magazines and paste them to illustrate the groupings.) You may use both the front and back of your sheet to show examples. Your finished chart should look something like this (put this example on the board):"



MEDIA/MATERIALS

12" x 18" newsprint

Printing set

Stamp pads

Black crayons,

NLRC/P

Accession Number 53585

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	"I will save your charts, and when you complete a page for each number between 1 and 10, you may fasten the sheets together to make a booklet to take home."	

Accession Number 53586

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53586
TITLE: Roll a Number
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-02 Addition Facts

CONSIDERATIONS FROM EDITOR(S): Grades 1 and 2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	You will need two 2" wooden cubes painted with spots to resemble dice.	Two 2" wooden cubes
Demonstrates knowledge of addition facts.	Introduction: "Here is a game 3 or more of you may play in your free time. You may sit in a circle on the floor. One person will be the leader. He will roll the cubes on the floor. Each of you will quickly add the spots that show on the top face of the two cubes. The first student who calls the correct answer may be the new leader."	

Accession Number 53587

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53587
TITLE: More or Less
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-02 Addition Facts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

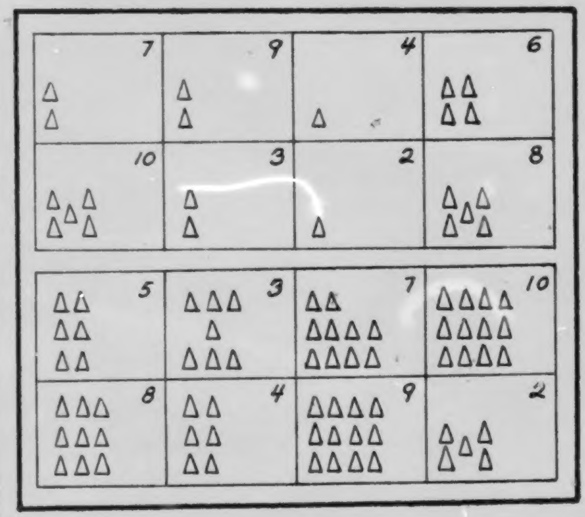
SEQUENTIAL STUDENT TASKS

Discusses stencil of triangles and demonstrates ability to add.

IMPLEMENTER ACTION

Prepare a stencil like the sample shown. Duplicate one sheet for each student. Students will nee pencils and crayons.

Example:



Introduction: "Look at the first box in the top section of your paper. What number is written there? Yes, 7. How many triangles do you see? Yes, only 2. How many more would you need to draw to make seven triangles in all? Yes, Barbara, 5. Draw 5 more triangles. Now the picture shows the same amount

MEDIA/MATERIALS

Stencil

Pencils

Crayons

NLRC/P

Accession Number 53587

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	of triangles as the number indicated. Complete the top section of your paper in the same way." "Look at the first box in the bottom section of your paper. What does the number say? Yes, 5. But how many triangels are pictured? Yes, John, 6. How many triangles would you need to cross out so the picture would show 6, as the number says? Yes Beth, 1. Cross out 1. Now the picture shows the same amount of triangles as the number indicated. Complete the bottom section of your paper in the same way." (The next time you use this activity mix the squares showing not enough and too many objects for the number given, instead of separating them in two distinct groups.)	

Accession Number 53588

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53588
TITLE: Postman
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-02 Addition Facts
F3-03 Subtraction Facts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Cut 10 squares of paper. Label them from 1 to 10. Cut a number of rectangles to represent envelopes. On each envelope write an addition or subtraction problem whose answer is between 1 and 10, inclusive.	Paper
Demonstrates ability to add and subtract problems between 1 and 10, inclusively.	Introduction: "I will call 10 people to be houses. I will give each one a card showing a house number between 1 and 10. If you are chosen to be a house, stay in your chair and hold up the card that tells your house number." "Now I will choose a postman. He will take these letters (show problem cards) and deliver each one to its proper house. For example, if the first problem said, "4 + 4," he would think of the answer "8." Then he would deliver that card to house number 8." "After the postman delivers all his letters, he may choose a friend to be the new postman. Each house may choose someone to take his place, and we will play again."	

Accession Number 53589

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53589
TITLE: Number Train
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: F2-02 Addition Facts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS

Demonstrates knowledge of number stories and families.

IMPLEMENTER ACTION

Provide colored paper, scissors and a crayon for each student.

Cut one strip of scratch paper for each member of your class. On each strip write three numbers which make a number family.

Example:

6 1 7	2 1 3	5 3 8	4 1 5
4 5 9	3 4 7	4 2 6	3 1 4
0 8 8	6 3 9	4 0 4	7 3 10

Introduction: "Today you are going to make a number train. Each car of the train will carry a number story. Let's do a complete number story on the board. Let's take 6, 1 and 7. Mary will you come to the board and write the whole story for 6, 1 and 7?

Mary writes: 6 + 1 = 7
1 + 6 = 7
7 - 1 = 6
7 - 6 = 1

Is she correct, class? Yes, she is. Now, each one of you may draw a slip from my hand. The slip will show three numbers which make a number

MEDIA/MATERIALS

Colored paper

Scissors

Crayon

Scratch paper

NLRC/P

Accession Number 53589

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATER[illegible]
	family. Write the whole story for your numbers, just as Mary did on the board. After I have checked your work, you may cut a train car from colored paper, and copy your story onto that car. When all the cars are finished, you may pin them behind an engine on our bulletin board."	

Accession Number 53590

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53590
TITLE: Hop Scotch
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Services, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-03 Addition/Single Column
F2-04 Addition/Two Column
F3-03 Subtraction/Facts
F3-06 Subtraction/Two Column

CONSIDERATIONS FROM EDITOR(S): Grades 1-2-3

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Draw a large square on the board. Divide the square in thirds each way. In each section, write a number problem suitable for your grade level.	

Example:

5 +3	29 −14	8 +8
16 −5	13 +46	9 −3
17 +61	56 −22	2 +4

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to add one and two columns. Demonstrates ability to subtract one and two columns.	Introduction: "We are going to play Hop Scotch. In each square on the board is written a number problem. I will call on someone to "hop." If that person can correctly answer all the problems in the square, he will have won the hop scotch game. Do you think you can win?" (If time allows more than about 8 studentsto "hop," it would be wise to change the problems in the squares to avoid some student's memorizing the answers rather than actually thinking through the problems.)	

Accession Number 53591

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53591
TITLE: Telephone Time
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Services, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-02 Addition/Facts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2-3

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Make flash cards showing numbers between 1 and 10 (In grades 2-3, the cards could show numbers between 1-18, or higher).	Flash cards
	Introduction: "I will pass these number cards to some of the students in the room. If you get a card, hold it in front of you so I may see your number."	
Demonstrates ability to add.	Now you are ready to play Telephone Time. I will be the first operator. I might say, "I am calling 6 + 2" If your card shows the answer, 8, you may bring your card to me and say, "6 and 2 are 8."	
	"After I have collected all the cards, I will choose one of you to be the next operator, and new students may hold the cards for a new game."	

Accession Number 53592

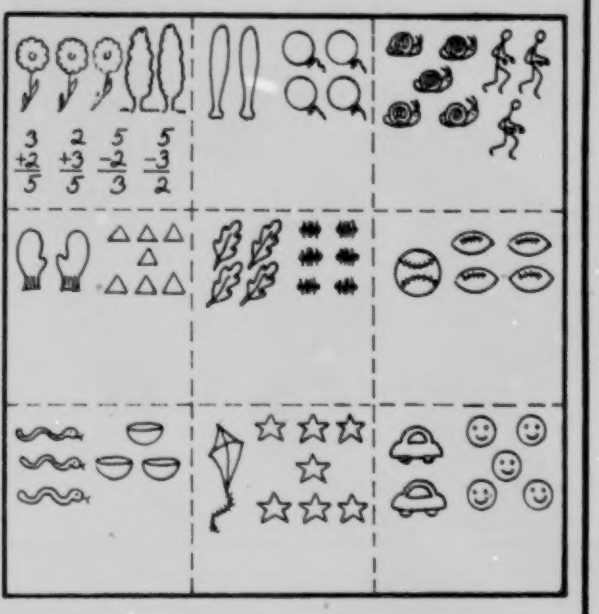
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53592
TITLE: Number Facts
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Services, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-03 Addition/Single Column
F3-03 Subtraction Facts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Prepare a stencil sheet similar to the example. (Or, you could put the work on the board and ask students to copy it.) Duplicate one sheet for each student. Students will need pencils and crayons. Example: 	Stencil sheet Pencils Crayons
Demonstrates knowledge of number facts.	Introduction: "Look at the pictures in the first box. What do you see? Yes, Jean, three flowers and two trees. How many things does that make in all Jack? Yes, 5. Let's write that fact	

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	in the square. (Write 3 + 2 = 5, as shown. What other addition fact does this picture show? Yes, Mike, 2 + 3 = 5." (Write in this fact.) "What subtraction fact does this picture show? Yes, Scott, 5 - 2 = 3 (write this in). Can you think of another, Dan? Yes, 5 - 3 = 2." (Write this in.) "Now you may write the four addition and subtraction facts illustrated in other boxes. If you finish early, you may color the pictures."	

NLRC/P

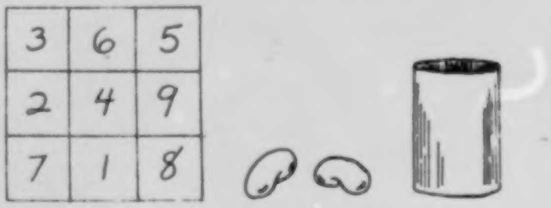
Accession Number 53593

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53593
TITLE: Spill the Beans Game
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-02 Addition Facts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2-3

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Put two beans, beads, etc., in a small tin can. Rull a tagboard square into 9 smaller squares. Number these squares from 1 to 9, in no special sequence. Example: 	Two beans Beads Small tin can Tagboard
Demonstrates ability to add.	Introduction: "You may play this game with a friend when you have free time. Take turns spilling the beans out of the can onto the board. Add the numbers in the two squares in which the beans land. If your partner agrees that your answer is correct, you score one point. At the end of the playing time, the person who has scored the most points is the winner."	

Accession Number 53594

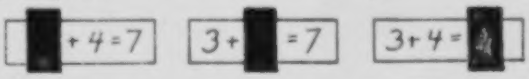
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53594
TITLE: Fact Strips
AUTHOR(S): Ed., Mary F. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-13 Addition/Missing Factor

CONSIDERATIONS FROM EDITOR(S): Grades 1-2-3

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Cut flash cards of tagboard, and write on each card an addition or subtraction problem suitable for your grade level. Cut a strip of construction paper wide enough to cover just one number on a flashcard. Fasten the ends of the strip to make a loop which will encircle the flashcard and slip easily back and forth along the card. Example:  	Flash cards Construction paper
Demonstrates ability to calculate missing factor.	Introduction: "I will show you a math problem with one number covered. Let's see how quickly you can tell me the missing number. After you have told me the number you think is covered, I will move the strip and you may see if your answer is correct." (Show each card in all three positions, calling on a different student to answer each problem.) Variation: Two students might work together at their desks with these Fact Strips for an independent activity. By moving the strip to uncover the concealed number, they can easily check their own work.	

Accession Number 53595

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53595
TITLE: The Number Game
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-02 Addition Facts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2-3

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates knowledge of addition facts.	Introduction: "I will call one student to be our leader. He will think of two numbers, and a clue to help us guess the two numbers. He will come to the front of the room and say, for example "I am thinking of two numbers that add to make 13." (In grade 1 keep totals below 10.) "Then he will call on students to try to guess his two numbers." "What numbers can you think of that total 13? Yes, 6 and 7, or 10 and 3, or 9 and 4, and so on. The student who guesses the pair of numbers our leader was thinking of may be the next leader."	

Accession Number 53596

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53596
TITLE: Have you Seen my Geese
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-02 Addition Facts
F3-03 Subtraction Facts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2-3

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Choose a group of about 6 students to form a ring at the front of the room. Pin a large number to the front of each student. Introduction: "I will be the farmer, and you may be my geese. I will go to someone in the circle and say, "Have you seen my geese?" Let's pretent that I have asked Robert, whose number is two. He will say, "No, How many have you?" Then I might say, "Two more than you have."	
Demonstrates ability to add and subtract mentally.	"Robert will add two to his number and look around the circle for the student wearing the number four. He will then chase that student around the outside of the circle. If he can catch that student before number 4 runs all the around the cricle and back to his place, number four must leave the circle and choose a new child to take his place. If Robert cannot catch him, number four may remain in the game."	
	Variation: For drill in subtraction facts, when asked, "No. How many have you?, you may reply, "Three less than you have."	

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53598
TITLE: Secret Door
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-02 Addition Facts
F1-12 Ordinal Concepts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2-3

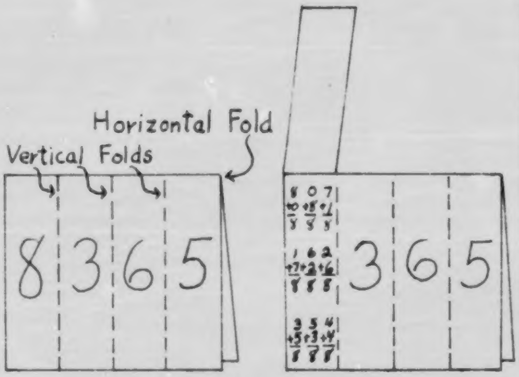
SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Each student will need a 9" by 12" sheet of newsprint, scissors, and a pencil.	9" by 12" sheet of newsprint
Folds paper in half lengthwise and in fourths	Introduction: "Today you may play Secret Door. To make your Secrete Door, first fold your papers in half lengthwise (demonstrate). Now fold it the opposite way in fourths." (Demonstrate. See figure 1.)	Scissors Pencil
Cuts four secret doors.	"Lay your paper so the lengthwise fold is at the top of your desk. Take your hand and lift up the top sheet. This we will cut to make four Secret Doors. Watch carefully and see how I do it." (Cut along each vertical fold line on the top sheet, starting at the bottom of the sheet and cutting only as far as the horizontal fold line.)	
Writes a number between five and ten on each door.	"See? You have four doors. Open your doors. (Check to make sure each student has cut his paper correctly.) Now, on each door you may write a number between five and ten (or higher in grades 2-3)."	
Writes problems using each door number as their answer.	"Look at your first door. Think of all the combinations which add up to the number you have written on the door. Open your door, and on the inside sheet write as many problems as you can that have as their answer the number you have written on that door (see figure 2).	

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

Then do the other doors in the same way."

Example:


Horizontal Fold
Vertical Folds
8 3 6 5
8 +0 8
0 +8 8
7 +1 8
1 +7 8
6 +2 8
2 +6 8
3 +5 8
5 +3 8
4 +4 8
3 6 5

Variation: Numbers on the doors may be illustrated within by a picture story, or a written story problem.

MEDIA/MATERIALS

Accession Number 53599

NLRC/P

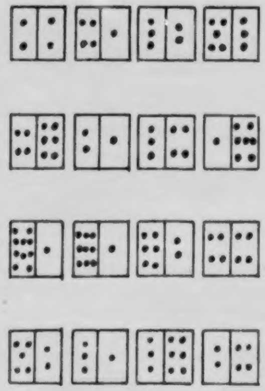
SER-LARS Report E-3
Instructional Methods

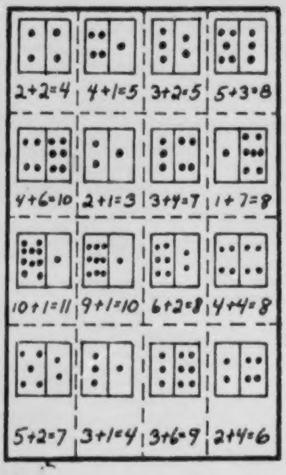
ACCESSION NUMBER: 53599
TITLE: Domino Seatwork
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-12 Ordinal Concepts
F2-06 Addition/Horizontal

CONSIDERATIONS FROM EDITOR(S):
Grades 1-2-3

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Draw on the board 16 dominoes (less in grade 1), each illustrating an addition fact studied by your class. Students will need unlined paper, and pencils.	
	Introduction: "Each of the dominoes on the board tells an addition story. I want to see if you know each story.	
Folds paper in fourths. Copies drawing of dominoes onto each square. Writes an addition fact for each.	"First, fold your paper in fourth each way, to make 16 squares (demonstrate). In each square draw one of the dominoes you see on the board. Below each domino, write the addition fact it shows.	
	"Let's do the first one together. What does the first domino show, Paul? Yes, 2 spots and 2 spots. So what would you write below this domino, Susan? Yes, 2 + 2 = 4. Do the other examples in the same way.	





Accession Number 53600

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53600
TITLE: Zippo Game
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbood for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-02 Addition Facts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2-3

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	You will need flash cards showing problems suitable for your grade level. Place a row of about 8 chairs at the front of the room. Choose one student to stand behind each chair.	Flash cards
	Introduction: "Let's play Zippo. The students who are standing will try to zip the sitters out of their chairs. They can do this by giving the correct answers to these problems first. We will see who can keep his chair the longest."	
Demonstrates knowledge of addition facts.	"I will flash a card to the first couple. The one who gives the correct answer first may sit in the chair. The other person will go back to his place in the classroom. Then I will flash a card to the second couple and see who can have the chair, and so on to the end of the row. Then new students will be chosen to stand behind each chair, and we will play again."	
	"Each of you must keep tract of how many times you were able to answer first and keep your chair. The one with the highest score will be our champion Zippo player."	

Accession Number 53601

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53601
TITLE: Cut-Aparts
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Services, Inc.
EDITOR(S): P. Seeger, CCSU #15

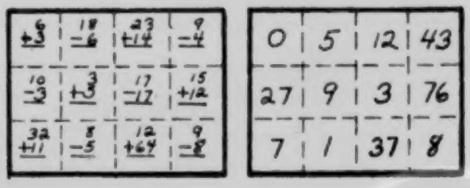
CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-12 Ordinal Concepts
F2-02 Addition Facts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2-3

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	On the board draw two large squares, each of which is divided into 12 smaller squares. Use one section to write math problems suitable for your grade level. Use the other section to list the answers to these problems, making sure that problems and answers are not in corresponding squares of the two sections.	Two sheets of 9" x 12" manila paper Scissors Paste Pencil Envelope
	Students will each need two sheets of 9" x 12" manila paper, scissors, paste, pencil and an envelope.	
Folds manila paper in fourths, and in thirds.	Introduction: "You are going to make some cut-apart flash cards which you may use to practice math facts in your free time. First, fold each piece of manila paper in fourths one way, and in thirds the other (demonstrate). Now each paper should be divided into 12 sections, just as you see on the board."	
Copies a math problem in each square from board. Copies answers on to second paper.	"On one sheet, write one math problem in each square, just as you see on the board. On the other sheet, write the answers that are shown on the board".	
Cuts out problem square and matching answer square. Pastes answer to back of problem.	Now take your scissors, and very carefully cut out the first problem square. Look at the answer section and find the number that answers that problem. Cut out that number and paste the answer to the back of the problem.	

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Now your square should show a problem on the front, and its correct answer on the back. Cut apart and paste the other problems and answers in the same way." "When you finish, put all your squares into an envelope. After I have checked your work, you may use these cards for drill either at home or in school."	



6 +3	18 −6	23 +14	9 −4
10 −3	3 +3	17 −17	15 +12
32 +11	8 −5	12 +64	9 −8

0	5	12	43
27	9	3	76
7	1	37	8

Accession Number 53602

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53602
TITLE: Hint Game
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: F2-02 Addition Facts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2-3

SEQUENTIAL STUDENT TASKS

Demonstrates ability to calculate math problems.

IMPLEMENTER ACTION

While this game may be played orally, it has more impact if examples are placed on the board to be studied. See the examples shown.

Introduction: "We are going to play a game today called Hint. I will give you a hint, then see if you can answer my question. If you know the answer, raise your hand."

Sample hints:

If 3 + 4 = 7, then what is 3 + 5?
If 10 + 6 = 16, then what is 9 + 6?
If 15 - 8 = 7, then what is 15 - 9?
If 2 x 3 = 6, then what is 3 x 2?
If12 ÷ 4 is 3, then what is 12 ÷ 3?

(This game is designed to develop number logic. After each proglem is answered, encourage children to explain how the hint aided their solution of the problem. For example, in the first sample above they might say, "Five is one more than four, so the answer will be one more than seven.")

MEDIA/MATERIALS

Accession Number 53603

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53603
TITLE: Squirrels and Acorns Game
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-02 Addition Facts
F2-03 Subtraction Facts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2-3

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Collect quantities of bottle caps, pebbles, beans, etc., to represent acorns	Bottle caps Pebbles Beans
	Introduction: "Today you are going to play Squirrels and Acorns. I will give each of you a number of acorns which you may put on your desk. (In grade one give 10 or fewer, while higher grades may receive more.) Then you will all put your heads down on your desks and be careful not to peek. I will tap two students to be squirrels. They will quietly walk around the room. Each squirrel may take some of the acorns from one student in the room."	
Demonstrates ability to add and subtract.	"When the squirrels are done, I will tell you to put your heads up. Count your acorns. If you are missing some, raise your hand. When you are called on, you must tell how many acorns the squirrels took from you. If your answer is right, you may be a squirrel for the next game."	

Accession Number 53604

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53604
TITLE: Over the River Game
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-02 Addition Facts
F3-03 Subtraction Facts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2-3-4-5-6

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates knowledge of addition and subtraction concepts.	You will need a set of flash cards showing problems suitable for your grade level. Divide the class into two evenly-matched teams which may stand on opposite sides of the room. Introduction: "Let's pretend that the two teams are on opposite sides of a river. I will show a flash card. The first person on each team will compete against each other. The one who gives the correct answer first may stay on his own side of the river. The loser must cross over the river and go to the end of the opposite team's line." "So, of course, each time your team answers last you are going to lose one of your team members. The team with the most members when our playing time is up will be the winner."	Flash cards

Accession Number 53605

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53605
TITLE: Flash Card Day
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-02 Addition Facts
F3-03 Subtraction Facts
F4-03 Multiplication Facts
F5-02 Division Facts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2-3-4-5-6

SEQUENTIAL STUDENT TASKS

Demonstrates knowledge of addition, subtraction, multiplication, division concepts.

IMPLEMENTER ACTION

Have each student in the room make or purchase (29¢ in most stores) sets of flash cards suitable for drill in math processes at your grade level. Make sure each card has the correct answer on its reverse side. Have each student make a chart on a 3 x 5 index card on which he may record a series of dates and scores.

Example:

Mary Jane	9/22	10/14	11/9	12/12	1/17	2/28	3/9	4/16	5/13
1. Addition	15	19	21						
2. Subtraction	12	13	15						
3. Multiplication	17	17	18						
4. Division	16	17	22						

Introduction: "Each of you has your flash cards today, so it looks like we are all ready for Flash Card Day."

"You may move your desks so that you can more easily work in pairs. When I say, "Go," one of you may hold your flash cards for your partner to answer, one at a time. You can see the answer on the back of each card,

MEDIA/MATERIALS

3 x 5 index card

NLRC/P

Accession Number 53605

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	so you will know if he is correct. Put each card he answers correctly in one pile. Put all the cards he answers incorrectly in another pile." "When I say, "Stop" (Do this when you see a few of the students are finished), count the cards you answered correctly, and record this number and today's date on your chart." "Then you may trade places so the other partner has a chance to see how many correct answers he can give before I say, "Stop." (Flash Card Day becomes eagerly anticipated once it is begun as a periodic activity of the class. The facts are studied independently because of the competition. Also, each student gains encouragement by the improved scores which mark his progress.)	

Accession Number 53606

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53606
TITLE: Solitaire Game
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Services, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-02 Addition Facts
F3-03 Subtraction Facts
F4-03 Multiplication Facts
F5-02 Division Facts

CONSIDERATIONS FROM EDITOR(S): Grades 1-2-3-4-5-6

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	You will need flash cards for math drill at your grade level. Each card must have the correct answer on its reverse side.	Flash cards
Demonstrates knowledge of addition, subtraction, multiplication, division concepts.	Introduction: "Here is a game you may play alone in your free time. Take this pack of flash cards to your desk. Place them in a stack, face up. Look at the first problem, and think of its answer. Then turn the card over to see if you are correct." (Insist that students always check, and never take it for granted that their answer is correct. This is to prevent them from teaching themselves a wrong answer.) "If your answer were correct, put the card to the right on your desk. If you were incorrect, put it to the left." "After you have gone through the entire stack, take the pile on the left of your desk and go through them in the same way. When you get all the cards moved to the right of your desk, shuffle the set and see if you can go through the pack and put them all on the right side of your desk on your first trial."	

Accession Number 53607

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 5360
TITLE: Quick Drill
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-02 Addition Facts
F3-03 Subtraction Facts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3

SEQUENTIAL STUDENT TASKS

Folds paper in half and writes number combinations in each section. Demonstrates knowledge of addition and subtraction concepts.

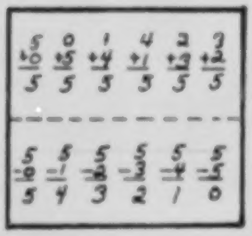
IMPLEMENTER ACTION

On the board place two numbers which represent number families the class has studied. For example, write the number 5 and 6. Students will need pencils and paper.

Introduction: "Today I would like to see how well you know your number facts. Fold your paper in half, and in the top section write all the combinations you know that add to 5, the first number you see on the board. In the bottom half, use 5 as a subtrahend for as many subtraction problems as you can."

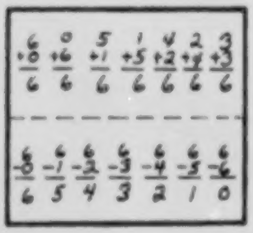
"Then turn over your paper and do the same for the other number on the board, which is 6."

Example:



$$\begin{array}{rrrrrr} 5 & 0 & 1 & 4 & 2 & 3 \\ +0 & +5 & +4 & +1 & +3 & +2 \\ \hline 5 & 5 & 5 & 5 & 5 & 5 \end{array}$$

$$\begin{array}{rrrrrr} 5 & 5 & 5 & 5 & 5 & 5 \\ -0 & -1 & -2 & -3 & -4 & -5 \\ \hline 5 & 4 & 3 & 2 & 1 & 0 \end{array}$$



$$\begin{array}{rrrrrrr} 6 & 0 & 5 & 1 & 4 & 2 & 3 \\ +0 & +6 & +1 & +5 & +2 & +4 & +3 \\ \hline 6 & 6 & 6 & 6 & 6 & 6 & 6 \end{array}$$

$$\begin{array}{rrrrrrr} 6 & 6 & 6 & 6 & 6 & 6 & 6 \\ -0 & -1 & -2 & -3 & -4 & -5 & -6 \\ \hline 6 & 5 & 4 & 3 & 2 & 1 & 0 \end{array}$$

MEDIA/MATERIALS

Pencils

Paper

Accession Number 53608

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53608
TITLE: Flash Card Relay
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	F2-02 Addition Facts F3-03 Subtraction Facts F4-03 Multiplication Facts F5-02 Division Facts

CONSIDERATIONS FROM EDITOR(S): Grade 2-3-4

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	You will need as many math flash cards as you have students in the room. Divide the students into two or more teams lined up facing the board. Give the first member of each team a piece of chalk and an eraser. Place face down on a desk by each team as many flashcards as there are players on that team.	Flash cards
Demonstrates knowledge of addition, subtraction, multiplication and division facts.	Introduction: "Our game of Flash Card Relay will show me how fast and accurate you can be in solving math problems. When I say, "Go," the first player on each team will take the top card, walk to the board, copy the problem, and write the answer to that problem. When he finishes, he will give the chalk to the second player who will proceed in the same way."	
	"If anyone makes an error, any team may call attention to it. The mistake must then be corrected by the next player before he may write his own problem on the board."	
	"The team which correctly completes all the flash card problems first will be our winner."	

Accession Number 53609

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53609
TITLE: Boiling Pot
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-02 Addition Facts
F3-03 Subtraction Facts
F4-03 Multiplication Facts
F5-02 Division Facts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	You will need math flash cards or a list of math problems to be given orally.	Flash cards
Demonstrates knowledge of addition, subtraction, multiplication and division facts.	Introduction: "Let's pretend this area of the room is a Boiling Pot. We are going to have a contest, and if you lose, you must go and sit in the Boiling Pot." "I will hold up a flash card and call two student's names. The last to answer correctly will sit in the Boiling Pot. Then I will hold up a new card and call one student's name. That student will compete with the person in the Boiling Pot. If the person in the Boiling Pot answers first, he may return to his place, and the other student will go to the Boiling Pot. If he does not answer first, he must stay where he is." (If the same student stays in the Boiling Pot for three turns, ask another student to take his place.)	

Accession Number 53610

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53610
TITLE: Travelling
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-02 Addition Facts
F3-03 Subtraction Facts
F4-03 Multiplication Facts
F5-02 Division Facts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	You will need a set of math flashcards, or a list of problems to be given orally.	Flashcards
	Introduction: "Everyone enjoys travelling. Today you may travel all around the classroom if you know your number facts."	
Demonstrates knowledge of number facts.	"The first student in row 1 will stand beside the second student in that row. I will hold up a flashcard. The one who correctly answers first may move on to the next desk, while the loser sits down. You may keep moving from desk to desk as long as your answers are correct, and you give your answer before your opponent does. In case of a tie, I will show a second card."	
	"Mary, you may be our scorekeeper. As each student stands up, write his name. After his name, write the number of desks he moved before someone took his place. Then when our playing time is up, you can tell us who moved the greatest number of times. That person will be our champion traveler."	

Accession Number 53611

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53611
TITLE: Human Tick-Tack-Toe
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-02 Addition Facts
F3-03 Subtraction Facts
F4-03 Multiplication Facts
F5-02 Division Facts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Draw with chalk a large tick-tack-toe diagram on the floor at the front of the classroom. Prepare a list of math problems suitable for your grade level to work mentally. Divide the class into two equally-matched teams.	
	Introduction: "Let's play Tick-tack-toe. But instead of written X's and O's let's use people! Team A may be the X's and Team B may be the O's.	
Demonstrates knowledge of number facts.	"I will ask the first person on Team A a question. If he can answer correctly within 5 seconds, he may come to the front of the room and stand in any square of the tick-tack-toe diagram on the floor. Then I will ask the first person on Team B a question, and so on. The first team to place three people in a line, across, down, or diagonally will win a point."	
	"When a point is won, all the students standing in the diagram will go back to their places and a new game begins. At the end of the playing time, the team with the most points wins."	

NLRC/P

Accession Number 53612

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53612
TITLE: Find the 10's
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-02 Addition Facts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6

SEQUENTIAL STUDENT TASKS

Writes pair or pairs of numbers in each of 10 rows that add to 10.

IMPLEMENTER ACTION

On the board write several rows of figures. In each row, place in sequence one or more pairs of numbers which add to 10. In the example, the pairs adding to 10 are circled for your convenience. Omit these circles when copying the work on the board.

Students will need scratch paper and pencils.

Example:

1. 4 8 3 7 6 2 4 7 5 1 9 4
2. 1 8 2 4 5 5 1 7 6 4 8 3
3. 9 2 5 7 3 8 8 2 3 6 5 2
4. 5 1 2 4 4 6 5 4 9 1 4 7
5. 7 6 1 8 3 2 1 4 3 6 7 3
6. 3 2 8 5 7 9 4 3 7 2 5 5
7. 8 6 4 3 7 1 9 4 2 1 8 5
8. 2 4 6 2 1 5 7 5 5 6 9 3
9. 6 9 8 2 1 7 2 3 3 9 1 6
10. 4 3 2 9 7 3 6 5 7 8 3 2

Introduction: "In each row of numbers on the board, there is at least one pair placed side by side that adds to

MEDIA/MATERIALS

Scratch paper

Pencils

Accession Number 53612

Continued

NLRC/P

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	10. I want to see how quickly you can find these pairs."	
Checks answer with class	"Number your paper from 1 to 10. Beside number 1, write the pair or pairs of numbers in row 1 that add to 10. Complete the other rows in the same way. I will give you five minutes to complete your work." (In grades 2-3 the students need this much time. By 6th grade level, give only two minutes or less.) "You may begin now." (After the time limit is up, check papers together in class.)	
Finds and copies three numbers in succession which add to a designated total.	Variations: 1. As drill in various number combinations, write series in which students find pairs adding to 5, 8, or whatever total you wish to stress.	
Finds and copies numbers in succession which are multiples of a specific multiplication table.	2. Ask students to find and copy the three numbers in succession which add to the total you wish to stress. Example: (Totals of 9) a. $\boxed{3\ 4\ 2}$ 5 $\boxed{1\ 4\ 4}$ 8 4 2 1 7 b. 5 8 $\boxed{2\ 1\ 6}$ 5 7 1 2 $\boxed{3\ 3\ 3}$ c. 2 1 8 $\boxed{3\ 5\ 1}$ 2 5 $\boxed{6\ 1\ 2}$ 4 3. Ask students to find and copy those numbers in succession which are multiples of a specific multiplication table you wish stressed.	

Accession Number 53612

Continued

NLRC/P

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Example: (Multiples of 7) a. 2 1 4 6 5 6 2 3 2 4 1 8 b. 3 5 1 9 2 8 6 5 1 3 4 2 c. 2 5 9 6 3 8 9 5 6 4 9 3	

NLRC/P

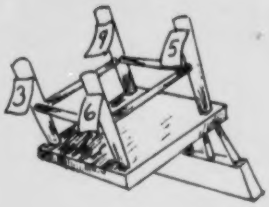
Accession Number 53613

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53613
TITLE: Chair Ring Toss
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-02 Addition Facts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Turn a chair upside down on the floor. To each leg of the chair tape a small card on which is written a score value. (Or, on each of four rubber jar rings write a score value.) Suit the score value to the ability level of your group. About 6 feet from the chair draw a chalk line on the floor. Example: 	Chair
Stands behind chalk line and throws a set of 4 rings at chair legs. Add numbers on chair legs circled with ring.	Introduction: "You and a friend may play the game of Chair Ring Toss in your free time. Stand behind the chalk line. Take turns throwing the set of four jar rings at the upturned legs. Add the numbers on the chair legs which you have circled with a jar ring (or, the numbers on the jar rings which do the circling). At the end of the playing time, the student with the highest score is the winner."	

Accession Number 53614

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53614
TITLE: Muffin Pan Toss
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: F2-02 Addition Facts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6

SEQUENTIAL STUDENT TASKS

Stands behind chalk line, and throws eraser into muffin cups.

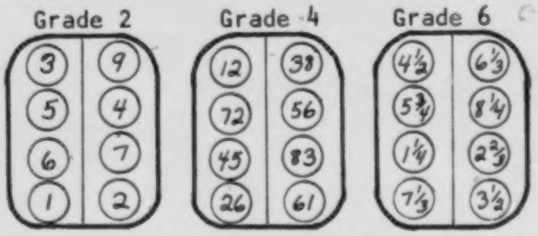
Adds scores for a final total.

IMPLEMENTER ACTION

Write with nail polish a score value in the bottom of each cup of an old muffin pan. Suit the score value to the ability level of your group.

Place the muffin pan on the floor. About three feet from the pan, draw a chalk line on the floor. Provide a soft rubber eraser (makes less noise when tossed) for use as the counter.

Example:



Introduction: "In your free time, you and a friend may play Muffin Pan Toss. Stand behind this chalk line. Take turns tossing the eraser into the muffin cups. The number in the cup where your eraser lands tells your score."

"Keep track of your scores. At the end of the playing time, the student with the highest total is the winner."

MEDIA/MATERIALS

Nail polish

Old muffin pan

Rubber eraser

Accession Number 53615

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53615
TITLE: Up the Ladder
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-02 Addition Facts
F3-03 Subtraction Facts
F4-03 Multiplication Facts
F5-02 Division Facts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6

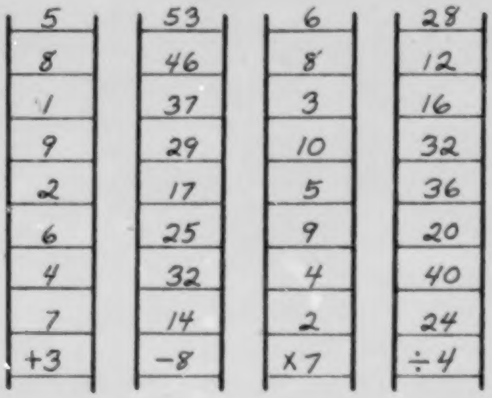
SEQUENTIAL STUDENT TASKS

Demonstrates ability to add, subtract, multiply or divide.

IMPLEMENTER ACTION

Draw on the board several ladders, as shown. Suit the difficulty of the problems placed on the rungs to the ability level of your group.

Example:



5	53	6	28
8	46	8	12
1	37	3	16
9	29	10	32
2	17	5	36
6	25	9	20
4	32	4	40
7	14	2	24
+3	−8	×7	÷4

Introduction: "At the bottom of each ladder is a number and sign. For example, the first one says "add 3." When you are called on, you may add 3 to the number on each rung as you climb. You may continue climbing until you make an error. Let's see how many of you can climb all the way to the top of the ladder."

MEDIA/MATERIALS

Accession Number 53616

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53616
TITLE: Concentration
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-02 Addition Facts
F3-03 Subtraction Facts
F4-03 Multiplication Facts
F5-02 Division Facts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Introduction: "Watch and listen carefully to the rhythm pattern I will show you. When you think you are ready, you may join me in this pattern."	
Claps in rhythm with others.	(The pattern consists of clapping your hands twice, snapping the fingers of the right hand, then the left hand. These four beats are done in steady rhythm, over and over again: Clap, clap, snap, snap. Clap, clap, snap, snap. When all the class has joined you in this rhythm pattern, proceed.)	
Demonstrates knowledge of number facts	"Now I will continue to clap and snap as before, but each time I snap my fingers I will give an arithmetic problem. The first student in row one will clap as usual, and as he snaps his fingers, will give the answer to that problem. Then I will give a problem to the second student in that row, and so on." "Let's see how far we can go around the classroom before someone breaks the rhythm." Example: Teacher: Clap, clap, five and two. Student 1: Clap, clap, se-ven.	

NLRC/P

Accession Number 53616

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Teacher: Clap, clap, four and six. Student 2: Clap, clap, te-en. Teacher: Clap, clap, nine and five. Student 3: Clap, clap, four-teen. Variations: Multiplication facts can be drilled by using this game. The sequence would go like this: Teacher: Clap, clap, nine sevens. Student 1: Clap, clap, sixty-three. Teacher: Clap, clap, four eights. Student 2: Clap, clap, thirty-two.	
Demonstrates knowledge of multiplication facts.	Also students may dictate facts to one another as they stand in rows or circles: Teacher: Clap, clap, five sevens. Student 1: Clap, clap, thirty-five. Clap, clap, six threes Student 2: Clap, clap, eight-teen. Clap, clap, four fives. If this latter variation is used, the student who misses either by breaking the rhythm or by giving an incorrect answer must sit down. The student standing longest becomes the winner.	

Accession Number 53617

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53617
TITLE: Steeple Chase
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-02 Addition Facts
F3-03 Subtraction Facts
F4-03 Multiplication Facts
F5-02 Division Facts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Prepare a list of multiple-step problems suitable for students of your grade level to work mentally. You will need a stop watch, or watch with a second hand, to time responses.	
	Sample Problems: 1. 36 ÷ 2 ÷ 2 + 1 = ? (10) 2. 45 + 7 + 3 + 15 = ? (70) 3. 99 - 33 ÷ 2 + 2 = ? (35) 4. 25 × 2 × 2 ÷ 4 = ? (25) 5. 18 ÷ 3 × 2 ÷ 4 + 1 = ? (4) 6. 83 - 8 ÷ 3 + 11 = ? (36) 7. 17 + 5 ÷ 2 + 4 = ? (15) 8. 7 × 3 + 4 - 6 = ? (19) 9. 5 × 3 + 5 ÷ 4 =? (5) 10. 18 + 2 - 3 + 4 =? (21)	
Demonstrates ability to add, subtract, multiply or divide in one problem.	Introduction: "Here is a game that will brush away your mental cobwebs. I will give a math problem containing more than one step. After I give the problem, I will pause 2 seconds (in lower grades, students may need a little more time). Be thinking of	

NLRC/P

Accession Number 53617

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	the answer during that pause. Then I will call a girl's name. If she can answer within 2 more seconds, she wins a point for the girls. For example, I might say, "4 + 8 ÷ 2 x 3 ÷ 9 = ?" (Pause two seconds.) Mary? Yes, the answer is 2. So you would have won a point for the firls. Next I will give a new problem and call on a boy." "I will keep tract of your scores on the board. Who do you whink will get the most points, the girls or the boys?"	

Accession Number 53618

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53618
TITLE: Baseball Game
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-02 Addition Facts
F3-03 Subtraction Facts
F4-03 Multiplication Facts
F5-02 Division Facts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place four "bases" (chairs, erasers, beanbags, etc.) on the floor at the front of the classroom so they form a baseball diamond. Prepare a list of arithmetic problems suitable for students of your grade level to work mentally. Divide the class into two equally-matched teams.	Chairs Erasers Beanbags
Demonstrates knowledge of addition, subtraction, multiplication and/or division facts.	Introduction: "I will be your pitcher today for a game of baseball. The first person from Team A will stand in the batter's box. I will ask him a question. If he can answer correctly within 5 seconds, he may advance to first base."	
	"Then the second player from Team A will be up. If he answers correctly he may advance to first base while the first player goes to second. If he does not answer correctly, or fails to answer within the allotted time, he makes an out. The first player must then stand on first base. For every run your team scores a point."	
	"When Team A makes 3 outs, it will be Team B's turn to bat. At the end of the playing time, the team with the highest score wins." (Be sure to stop the game at a point where each team has had an equal number of innings "at bat.")	

Accession Number 53619

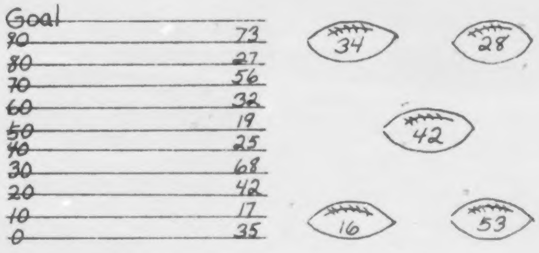
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53619
TITLE: Football
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-02 Addition Facts
F3-03 Subtraction Facts
F4-03 Multiplication Facts
F5-02 Division Facts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Draw 11 parallel lines on the board. By each line write a number suitable for part of an addition problem for your grade level.	Tagboard Stop watch
	Cut five small footballs of tagboard. On each football write a number also suitable as an addend in a problem at your grade level.	
	Example:  Goal 90 73 80 27 70 56 60 32 50 19 40 25 30 68 20 42 10 17 0 35 34 28 42 16 53	
	Divide the class into two equally-matched teams. You will need a stop watch, or watch with a second hand, to time the student's responses.	
	Introduction: "In our game of math football, you must work very quickly and accurately if you want to score a touchdown."	
Retrieves football from desk	"Team A will carry the ball first. Their first player will draw a football from this group on my desk.	

NLRC/P

Accession Number 53619

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to add.	He will take it to the board. By each ten yard line there is a number. He will mentally add the number of his football to the number on the ten yard line and announce his answer. Then he will add the football number to the number on the twenty yard line, the thirty yard line, and so on, working towards the goal line." "If he can complete all additions correctly within 20 seconds (make your standards stiff--remember, making touchdowns on a real field is not a snap!), he will score a touchdown and make 7 points for his team." "Then the next player on Team A may come to the board, pick a football, and play in the same way." "As soon as one member from Team A fumbles, either by giving an incorrect answer or by failing to finish in the allotted time, Team B will take possession of the ball and try to score." Variations: Write appropriate subtrahends by each ten yard line, and minuends on the footballs. Have students subtract the number on the football from the number on each ten yard line. Or write dividends on the yard lines, divisors on the footballs, and have them divide. Or have them multiply the number on the football by the number on each ten yard line.	

Accession Number 53620

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53620
TITLE: Numberdown
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-02 Addition Facts
F3-03 Subtraction Facts
F4-03 Multiplication Facts
F5-02 Division Facts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Divide the class in two or more teams. Be sure each team consists of able and slower students so each team will have an equal chance to win.	
	Prepare a list of math problems suitable to be done mentally by your grade level. Have a stop watch or watch with a second hand to time the contestants.	
Demonstrates knowledge of number facts.	Introduction: "I will give a problem to the first person on Team A. If he answers correctly within 5 seconds, he may remain standing. I will then give the next person on Team A a problem. If he misses, either by giving an incorrect answer, or by failing to answer within the allotted time, he must sit down. As soon as someone on Team A must sit, I will begin to question Team B.	
	"At the end of the playing time, the team with the most players left standing will be the winner."	

Accession Number 53621

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53621
TITLE: Backwards Arithmetic
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-13 Addition/ Missing Factor
F4-11 Multiplication/Factors
F5-02 Division Facts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6-7-8

SEQUENTIAL STUDENT TASKS

Finds problems to answers and gives missing numbers.

IMPLEMENTER ACTION

Write on the board, answers to problems suitable for your grade level. Omit a part of each problem. Indicate missing numbers with dotted lines, question marks, letters, etc. Put signs to indicate processes.

Example: Grade 2

Add			Subtract		
1?	?56	4?2	9?8	4?	?7
31	3?1	16?	-?53	-?5	-6?
?1	412	?13	325	12	35
99	989	889			

1. ___x___x___ 24 6. ___x___x 9 36

2. ___x___x___125 7. ___x 4 x___ 16

3. ___x___x___ 36 8. ___x___x 5 30

4. ___x___x___ 42 9. ___x 6 x___ 72

5. ___x___x___ 36 10. 7 x___x___ 28

Example: Grade 6

Add	Multiply	Subtract	Divide
a34	a46	935284	a02
567	35b	-abcde	23)69b6
46c	14c2	835285	69
2b1	3d30		b6
1,467	2238		46
	262592		

MEDIA/MATERIALS

NLRC/P

Accession Number 53621

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Introduction: (Using 4th grade example.) "Usually in math, I give you problems and ask you to find the answers. But today you are going to do Backwards Arithmetic. I will give you the answers, and part of each problem You must tell me what numbers are missing from each problem." "Using any number except 1, can you think of three numbers whose product is 24? Yes, Sarah, 2 x 4 x 3 makes 24. So the first problem is done for you. Work the others in the same way."	

Accession Number 53622

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53622
TITLE: Partners
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-02 Addition Facts
F3-03 Subtraction Facts
F4-03 Multiplication Facts
F5-02 Division Facts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6-7-8

SEQUENTIAL STUDENT TASKS

Demonstrates knowledge of addition, subtraction, multiplication and/or division facts.

IMPLEMENTER ACTION

You will need two identical sets of math flash cards. Each card should show the correct answer on the back.

Introduction: "Here is a new kind of race with flash cards. You and a partner may play this game together if you have free time."

"Each of you will have a complete set of cards, and you may sit facing each other with your cards stacked, problem side up, in front of you."

"Player A will start by picking up his first card and quietly giving the answer. When Player A holds his card, he himself sees the problem, while Player B can see the answer written on the back. Player B must watch closely to make sure Player A gives a correct answer each time."

"Player A may continue to answer his flash card problems, placing the used cards in a stack in front of him, until he makes an error. He must then stop answering his cards, and player B may begin working in the same way as Player A. Player B may continue until he makes a mistake, and so on."

"The child who can correctly answer his complete set of cards first is the winner."

MEDIA/MATERIALS

Flash cards

Accession Number 53623

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53623
TITLE: Who's the Winner?
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-02 Addition Facts
F3-03 Subtraction Facts
F4-03 Multiplication Facts
F5-02 Division Facts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Write on the board as many math problems as there are students in your class. Divide the class into two equally-match teams. Give the first person on each team a piece of chalk and an eraser.	
	Introduction: "When I say, "Go," the first person on each team will go to board, work any one of the problems written there, and then take the chalk back to the next person on his team. We will see which team can have all its members up to the board and back again first."	
Demonstrates the ability to work problems quickly and accurately.	"Watch the other team's work carefully. If you see an error, call their attention to it. Then the next member of their team up to the board must correct the error before he may work his own problem. That, of course, takes valuable time, which gives your team a better chance of winning."	
	"If the other team makes an error which no one spots, they do not need to correct their error. So you can see it is to your team's advantage to be alert to your opponent's mistakes!	
	"Are you ready? Go!"	

Accession Number 53624

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53624
TITLE: Bridging
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-01 Addition

CONSIDERATIONS FROM EDITOR(S): Grades 3-4-5-6-7-8

SEQUENTIAL STUDENT TASKS

Folds paper into eighths and copies numbers from board.

IMPLEMENTER ACTION

Each student will need a sheet of tablet paper and a pencil. Place on the board the chart shown, putting the numbers in row 1 across.

Example:

On Board

46	18	25	31	17	43	24	32
49							
52							
55							
58							
61							
64							
67							

Child's Paper

46	18	25	31	17	43	24	32
49	26	29	40	26			
52	34	33	49	35			
55	42	37	58	44			
58	50	41	67	53			
61	58	45	76	62			
64	66	49	85	71			
67	74	53	94	80			

Introduction: "Today I want to see how quickly and accurately you can bridge the decades in adding. First, fold your paper in eighths, making the folds go the opposite way as the lines on your paper. At the top of each of the 8 columns, write the number you see on the board."

"Now, I will give you directions for adding. In column 1 add 3 to 46.

MEDIA/MATERIALS

Tablet paper

Pencil

NLRC/P

Accession Number 53624

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Then add 3 to your answer. Continue adding 3 to each answer until you have 8 numbers in all in column 1 down. Work quickly and comfortably, but DO NOT count fingers, objects, or dots. Make yourself THINK THE ANSWERS." "Allow students time to complete column 1. Then give directions for column 2. When that is completed by the students, give them directions for column 3, and so on." Sample directions might be:	
Adds 8 consecutively	In column 2, repeatedly add 8 to each answer	
Adds 4 consecutively	In column 3, add 4 to each answer.	
Adds 9 consecutively	In column 4, add 9 to each answer. (If this activity is used often, you might want to allow the student only so many seconds to complete each column. Each time they do this exercise, they could try to work faster, while still maintaining accuracy.)	

Accession Number 53625

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53625
TITLE: Quick Quiz
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F4-03 Multiplication Facts

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6-7-8

SEQUENTIAL STUDENT TASKS

Demonstrates knowledge of multiplication tables.

IMPLEMENTER ACTION

Ask students to draw a 6" square on paper. Have them divide it in 9 sections each way. Above the top of of the chart have them number the sections from 1 to 9. Down the side of the chart have them number the sections from 1 to 9, also.

If you use this activity often, it is practical and convenient to duplicate a generous supply of these charts.

Example:

Original Drawing

	1	2	3	4	5	6	7	8	9
1									
2									
3				▨					
4									
5									
6							▨		
7									
8									
9									

Completed Chart

	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

Introduction: "You are going to use these charts to show me how well you know your multiplication tables. Find the number "1" on the left side of your chart. In that row across you will write the answers to

MEDIA/MATERIALS

Paper

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1 X 1, 1 X 2, 1 X 3, and so on" (demonstrate). "Where would you write the answer to 3 X 4? Yes, David, in the square where row 3 across and column 4 down meet." (Note that square is shaded in the example.) "Where would you write the answer to 6 X 7? (The square is shaded in the example. Proceed in this way until you are sure the students understand how to use the charts.) "I will give you 5 minutes (by grade 6 reduce time to 3 minutes or less) to complete your charts. At the end of that time, we will check your work together." Variation: At fourth grade level you may wish to begin with squares divided in fifths each way. These can be used to give drill in the multiplication table of 1 through 5.	

Accession Number 53626

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53626
TITLE: Magic Squares
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-01 Addition
F3-02 Subtraction

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

On scratch paper draw a 2" square. Divide the square into fourths each way. Place numbers in each square so that each row across and down will add to the same total. In each row but one, circle one or two numbers. Keep this paper as your answer sheet.

Copy the magic squares on the board. Put in all numbers except those which you circled on your answer sheet.

Students will need scratch paper and pencils.

Example:

Grade 4 (Totals of 30)

6	⑭	7	3
③	1	6	20
7	⑫	6	5
14	3	11	②

Grade 5 (Totals of 622)

360	52	(181)	29
138	(93)	240	151
㊷	325	(86)	169
82	(152)	115	273

Grade 6 (Totals of 29¼)

(5½)	6	9¾	⑧
7	3¾	8	10½
9¾	④	(9½)	6
7	(5½)	2	(4¾)

Introduction: (using 4th grade example): "You are going to learn to work with magic squares. A magic square adds to the same total in each row across and each row down will give you the same sum."

MEDIA/MATERIALS

Scratch paper

Pencils

NLRC/P

Accession Number 53626

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Notice there are some numbers missing. Our problem is to decide what number can go in each empty space to complete this magic square."	
Determines total	"First, you must determine what the total will be. Do you see any row across or down that has all four numbers given? Yes, row 3 down. What is the total of that column? Good, Sarah, 30. Now you must make all the columns add to 30."	
Subtracts to figure missing amount	"To find the missing number, total the figures given and subtract from 30. What number goes in the space on column 1 down, Paul? Yes, 3."	
	"Now look at column 2 down. What is different about this? Yes, Carol, there are two numbers missing. But who can see an easy way to find these two missing numbers? Yes, Douglas, you can work columns 1 and 3 across to find these numbers."	
	"Let's see how many of you can find all the remaining missing numbers to complete this magic square."	
	(If you wish to make new squares for further drill, simple add or subtract any constant number from each number shown in the sample above. For example, add 14 to each number given above, or subtract 1 from each number, etc.)	

Accession Number 53627

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53627
TITLE: Tick-Tack-Toe
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-02 Addition Facts
F3-03 Subtraction Facts
F4-03 Multiplication Facts
F5-02 Division Facts

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Divide a sheet of scratch paper into 9 columns. In each column write about 5 problems suitable for your grade level.	Scratch paper
	On the board draw a standard tick-tack-toe frame. Number the squares from 1 to 9, in no special sequence.	
	Divide the class into two teams, the X's and the O's.	
Demonstrates ability to add, subtract, multiply and/or divide	Introduction: "We are going to play Tick-Tack-Toe, but in a little different way than you have played before. I will call on the first person from Team X. He will choose any number from the frame on the board. Suppose he chooses number 6. That will let me know which question to ask him" (one of the questions from column 6 on your prepared sheet.)	
	"If he answers correctly, he may erase the number "6" and replace it with an "X." If he is not correct, the diagram will remain as it is. In either case, it will then be Team O's chance to choose a number and play."	
	"The team to first get their symbol in three consecutive squares across, down or diagonally is the winner. They will score one point. Then I will draw a new diagram with numbers	

NLRC/P

Accession Number 53627

Continue

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	In it, and we can begin a new game. At the end of the playing time, the team with the highest score wins."	

Accession Number 53628

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53628
TITLE: Multiplication Relay
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F4-03 Multiplication Facts
F4-12 Multiplication/Multiples

CONSIDERATIONS FROM EDITOR(S): Grades 5-6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Divide the class into three equally matched teams. Line the teams up facing the blackboard. Give the first member of each team a piece of chalk.	
	Introduction: "Each team will be assigned a multiplication table. Let's have Team 1 be the 7's, Team 2 the 8's, and Team 3 the 9's."	
Demonstrates knowledge of multiplication tables	"When I say, "Go," the first person on each team will go to the board and write any number which is a product of his team's number. For example, if your team number is 6, you could write 48, 30, 24, etc." (Limit the highest number to the product of the team number times the number of team members. For example, if team 6 has 11 members, the highest product they can write is 6 times 11, or 66.)	
	"You do not have to write the multiplication table in its proper order, but when you finish, no number should be repeated. So you must pay very close attention to what your teammates are writing."	
	"The team which finishes first scores the last multiple put down by each of the other teams. For example, Team 1 finishes first, and the last number written in their section is 28. Team 2 had just written 72, and	

NLRC/P

Accession Number 53628

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Team 3 added 99 most recently. Team 1 then scores 28 plus 72 plus 99, or 199." Then each team will take a new multiplication table, and a new game begins. At the end of the playing time, the team with the highest score wins."	

Accession Number53629

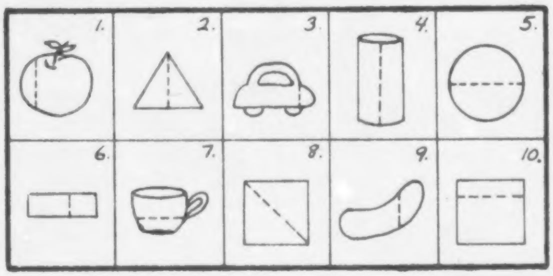
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53629
TITLE: Is This Half
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: F6-05 Fractional Parts/Construction

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Draw on the board a number of geometric shapes and/or objects. Use a dotted line to cut each shape into two parts. Divide some in even halves, while others are merely cut in two segments. Number each shape. Students will need pencils and paper. Example: 	Pencils Paper
Demonstrates understanding of the concenp of "half".	Introduction: "We have talked about the meaning of the word, "half." Now you will have a chance to show me how well you understand that word." "On the board are 10 shapes. Each is cut in two parts. Number your papers from 1 to 10. By the number 1, write "yes" if shape number 1 is cut in half. Write "no" if it is not. Do the same with each of the other shapes."	

NLRC/P

Accession Number 53629

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Variation: To use this activity as a group game, put a similar diagram on the board. Call on one student at a time to come to the board and write "yes" or "no" under each picture to tell whether or not it is divided in half. Use the same type of exercise to show the meaning of thirds, fourths, etc.	

Accession Number 53630

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53630
TITLE: Fractions
AUTHOR(S): Ed., Mary El Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F6-05 Fractional Parts/Construction

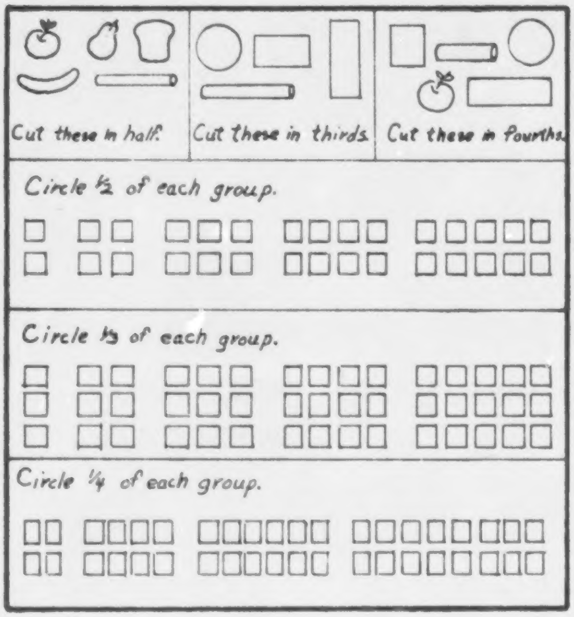
CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

Make a stencil sheet containing material similar to that shown below. Duplicate one copy for each student. Students will need pencils or crayons.

Example:


Cut these in half.
Cut these in thirds.
Cut these in fourths.
Circle ½ of each group.
Circle ⅓ of each group.
Circle ¼ of each group.

MEDIA/MATERIALS

Stencil sheet

Pencils

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION
Reads directions Demonstrates understanding of 1/2, 1/3, 1/4 concepts.	Introduction: "Read the directions on this sheet. See if you can do exactly what the directions tell you. Please ask me for help if you need it."

Accession Number 53631

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53631
TITLE: Decimal Place Value Chart
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: F6-02 Decimals

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

MEDIA/MATERIALS

Place on the blackboard an example of the chart shown. Students will need paper and pencils.

Paper

Pencils

Example:

	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandth
1.	4	2	8			
2.		4	2	8		
3.			4	2	8	
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

Demonstrates understanding of place value.

Introduction: "Will you each please make a chart like the one you see on the board? Now, see if you can place these numbers correctly on your charts."

1. 426 2. 42.8 3. 4.28
4. 4.289 5. 1 2/10 6. 123 23/100
7. 203.06 8. 7 4/1000 9. 6.7
10. 4.003 11. 4 3/100 12. 84 9/100

NLRC/P

Accession Number 53631

Continu

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Variation: Students may make up a list of ten numbers and exchange with each other again and again. The student who composed the list may correct his friend's answers, with the teacher arbitrating when necessary.	

Accession Number 53632

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53632
TITLE: Fraction Types
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F6-07 Fractions/Basic Concepts

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Divide the blackboard into two sections. In each section list a group of fraction problems, suiting the difficulty to the level of your group. Also prepare a sheet containing examples of proper and improper fractions, mixed and whole numbers, putting the various types in no special sequence, and giving many examples of each.	
	Divide the class into two teams.	
Demonstrates understanding of proper and improper fractions. Demonstrates ability to work fraction problems.	Introduction: "I will give a number to the first person on Team A. He must tell me if that number is an example of a proper or improper fraction, mixed or whole number. If he answers correctly, he may go to the board and work one problem on his team's section of the board. Then I will give a fraction to the first person on Team B, and so on."	
Corrects problem	"At the end of the playing time, we will correct the problems on the board. The team with the most correct answers will be the winner."	

NLRC/P

Accession Number 53633

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53633
TITLE: Squares of 100
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: F6-13 Fractions/Decimal Integration

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6-7

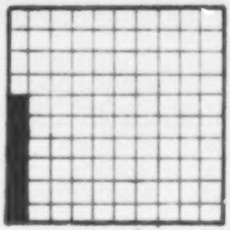
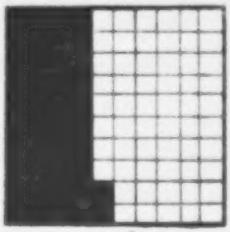
SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Each student will need a sheet of ¼" graph paper, colored pencils, scissors, paste, and a sheet of construction paper.	¼" graph paper Colored pencils Scissors
Counts 10 spaces down and across on graph paper. Marks peremeter of area and cuts square out.	Introduction: "On your graph paper, count ten squares down and ten squares across. Mark around this large square with your pencil, and cut the square out. How many small squares does this large square contain, Bob? Yes, 100."	Paste Construction paper
Demonstrates knowledge of decimal concept.	"Color 22 squares red. What part of the whole did you color red? (22/100) Can you write that faction as a decimal?" (.22)	
	"Today you are going to make squares showing hundredths. You will need to cut one large square of graph paper, showing 10 squares across and 10 down, to illustrate each of the examples I will now put on the board."	
	Example: 1. .06 4. .28 7. .08 2. .42 5. .33 8. .75 3. .19 6. .98 9. .64	

NLRC/P

Accession Number 53633

Continu

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	"After you have cut and colored your squares, mount them on the sheet of construction paper. Below each illustration, label the decimal fraction shown. Work as neatly as you can. I will select some of the neater papers to display on the bulletin board." Example:  .06  .42	

Accession Number 53634

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53634
TITLE: Subtracting a Fraction from a Whole Number
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F6-10 Fractions/Subtraction

CONSIDERATIONS FROM EDITOR(S): Grades 5-6-7

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Write on the board problems in subtraction of fractions, such as: 1 - 3/5 = 2/5, 1 - 3/4 = 1/4, 1 - 3/8 = 4/8, etc.	¼" graph paper Scissors
	Each student will need a sheet of ¼" graph paper, scissors, colored pencils or crayons, paste and a sheet of construction paper.	Colored pencils or crayons Paste Construction paper
Demonstrates understanding of fractional parts and subtraction of fractions.	Introduction: "On the board are examples of subtracting a fraction from a whole number. The answers are correct. On your graph paper, make figures providing that these answers are correct.	
	First, cut a section which will represent the whole. Divide it into as many parts as the denominator of the fraction indicates. Cut away the number of parts needed to illustrate each example. The numbers of parts left should be the same as the answer.	

NLRC/P

Accession Number 53634

Continue

SER-LARS Report E-3
Instructional Methods

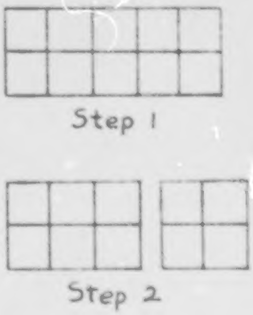
SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

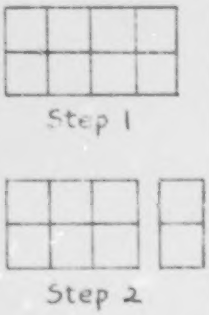
MEDIA/MATERIALS

Example:

$1 - 3/5 = 2/5$



$1 - 3/4 = 1/4$



"Mount each completed illustration on construction paper. Under it, write the problem which it illustrates. Work neatly, for I will select some of the neater papers to use for bulletin board display."

Accession Number 53635

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53635
TITLE: Working in Tenths
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: T6-02 Decimals (General Term)

CONSIDERATIONS FROM EDITOR(S): Grades 5-6-7

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place on the board, problems involving the use of tenths. Cover these problems until the time when students actually begin their written work. Each student will need a pencil and paper. Example: 1. 10 X .1 = 2. 10 X 1/10 = 3. 10 X 1 = 4. Write as decimals: 3/10, 4 and 4/10, 22 and 2/10, 7/10. 5. Count by tenths from 3 to 4. 6. Arrange these numbers by value, putting the lowest first and the highest last: 2/10, 4/10, 2 and 6/10, 3/10, 4 and 1/10, 2 and 5/10. 7. How many tenths in one inch? 8. Fill in the blanks: .0 __ __ __ .4 __ __ __ .8. 9. The odometer of a car showed 212.3 at the beginning of a trip, and 317.8 at the end. How many miles had the car traveled on this trip?	Pencil Paper

Accession Number 53635

Continued

NLRC/P

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	10. Write these decimals as fractions reduced to their lowest terms: .5, .8, .7, .4, .3.	
Demonstrates understanding of tenths.	Introduction: "Hidden on the board is a Puzzle in Tenths. When I uncover the board, you may work each problem carefully. Let's see who can have the most correct answers."	

Accession Number 53636

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53636
TITLE: Scramble
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: F6-07 Fraction/Basic Concepts

CONSIDERATIONS FROM EDITOR(S): Grades 5-6-7-8

SEQUENTIAL STUDENT TASKS

Demonstrates understanding of whole numbers mixed numbers, improper fractions and proper fractions.

IMPLEMENTER ACTION

On the board draw and fill in a chart like the example shown. Students will need paper and pencils.

Example:

Whole Numbers	Mixed Numbers	Improper Fractions	Proper Fractions
$1\frac{3}{8}$	$2\frac{2}{3}$	8	24
7	$\frac{6}{3}$	3	$\frac{36}{37}$
$\frac{9}{4}$	$\frac{11}{10}$	$\frac{11}{17}$	$8\frac{1}{7}$
$\frac{4}{5}$	$\frac{5}{7}$	$\frac{14}{9}$	$1\frac{1}{2}$
$5\frac{3}{4}$	6	$\frac{7}{8}$	31
$\frac{5}{4}$	$\frac{3}{8}$	$9\frac{2}{3}$	$\frac{3}{2}$

Introduction: "On your paper draw and label the four columns as you see them on the board. I have written many numbers on the board, but I have put them in no special order. I would like you to separate these numbers on your paper so only the whole numbers will be written in the WHOLE NUMBERS column, only mixed numbers in the MIXED NUMBERS column, etc."

MEDIA/MATERIALS

Paper

Pencils

NLRC/P

Accession Number 53636

Continue

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

"Read the first number. Decide in which column that number belongs. Write it in the proper column. Then read the next number and place it where it belongs, and so on."

Example of Student's Completed Paper:

Whole Numbers	Mixed Numbers	Improper Fractions	Proper Fractions
7	$1\frac{3}{8}$	$\frac{9}{4}$	$\frac{4}{5}$
6	$5\frac{3}{4}$	$\frac{5}{4}$	$\frac{36}{37}$
8	$2\frac{2}{3}$	$\frac{6}{3}$	$\frac{5}{7}$
3	$9\frac{2}{3}$	$\frac{14}{9}$	$\frac{3}{8}$
24	$8\frac{1}{7}$	$\frac{3}{2}$	$\frac{11}{17}$
31	$1\frac{1}{2}$	$\frac{11}{10}$	$\frac{7}{8}$

MEDIA/MATERIALS

Accession Number 53637

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53637
TITLE: Ruler Race
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: F6-06 Fractions/Add

CONSIDERATIONS FROM EDITOR(S): Grades 5-6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Cut 20 small squares of paper. On each square write a fraction whose denominator is 2, 4, 8, or 16. Provide a ruler scaled to show sixteenths of an inch, a sheet of paper, and colored pencils.	20 small squares of paper Ruler Paper Colored pencils
	Introduction: "Two, three, or four of you may enjoy playing this game of Ruler Race in your free time. Place the edge of the ruler against the edge of the paper. Place the cards in a stack, face down, in the center of the table. Each player will need a pencil of a different color to mark his score."	
Demonstrates understanding of adding fractional parts	Take turns drawing one card from the stack. Use your colored pencil to draw a line, above the ruler, and as long as the fraction on your card indicates."	
	For example, if the card you drew said "5/16," you may draw a line 5/16 inches long. The next time you draw a card, add the fractional length it tells to the line you have already begun. The person whose line reaches the end of the ruler first is the winner."	
	"If you have used all the cards before anyone reaches the end of the ruler, shuffle the cards, place them face down, and use them over again."	

Accession Number 53638

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53638
TITLE: Reduction Relay
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: F6-08 Fractions/Division

CONSIDERATIONS FROM EDITOR(S): Grades 5-6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Write on the board a number of fractions which are not reduced to their lowest terms. Divide the class into two teams.	
Reduces fractions to lowest terms.	Introduction: "I will point to a fraction on the board. If the first person on Team A can correctly reduce this fraction to its lowest terms, he will win a point for his team. Then I will call on the first person from Team B, and so on. At the end of the playing time, the team with the highest score wins."	
	Variation: Divide the class into two teams. Have all students remain in their own seats, and take out paper and pencils.	
	Point to a fraction on the board and ask each student to write its reduced form. When the papers are corrected, the team with the highest total of correct answers wins. This variation allows all students to participate simultaneously, and thus provides more individual drill.	

Accession Number 53639

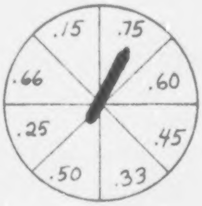
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53639
TITLE: Equivalents Wheel
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F6-01 Decimal/Percent Integration

CONSIDERATIONS FROM EDITOR(S): Grades 5-6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Cut a tagboard circle at least 12" in diameter. Around the edge write a variety of decimal fractions. To the center of the circle, attach a tagboard spinner with a paper fastener, making sure the hand can spin freely. Divide the class into two teams. Example:  	Tagboard
1. Identifies decimal fraction 2. Gives common fraction equivalent 3. Gives percent equivalent.	Introduction: "The first person from Team A may come up to the wheel and spin the hand. When the hand stops, he will look at the number to which it points (or is closest to). He will tell us three things: 1. The decimal fraction itself. 2. The common fraction equivalent. 3. Its equivalent in percent. If he answers all three correctly, he wins a point for his team. Then the first person from Team B may use the wheel. At the end of the playing time, the team with the highest score	

NLRC/P

Accession Number 53639

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	wins." Variations: Place improper fractions on the wheel, and each player must tell the reduced form of the fraction. Or, using a 24" wheel, place problems in addition, subtraction, etc. of fractions, around the rim. Each player must correctly solve the problem to which the hand points to win a score for his team. Or, you could place Roman numerals around the rim. Students must tell the Arabic equivalent.	

Accession Number 53640

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53640
TITLE: Chain Reaction
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F6-06 Fractions/Add
F6-08 Fractions/Division
F6-09 Fractions/Multiplication
F6-10 Fractions/Subtraction

CONSIDERATIONS FROM EDITOR(S): Grades 6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Introduction: "I will give you two numbers to the first person in row 1, and tell him what to do with them. He will give the answer, then tell the person behind him how to proceed from there. The game will go like this: Teacher: "2½ and 2. Multiply." Student 1: "The answer is 5. Add 3/4." Student 2: "The answer is 5 3/4. Subtract 2½." Student 3: "The answer is 3¼. Divide by 1/8."	
Demonstrates understanding of adding, subtracting, dividing and multiplying with fractions.	"We will continue to work in this way until someone gives a wrong answer. Then the game starts all over again. Let's see how far we can go around the room before someone makes a mistake." (If the numbers being used become too complicated, either step into the game and give directions which will get the number back to workable dimensions, or stop the game and begin with a new number.)	

Accession Number 53641

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53641
TITLE: Ring Around
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, pusblished by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F6-07 Fractions/Basic Concepts

CONSIDERATIONS FROM EDITOR(S): Grades 6-7-8

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

MEDIA/MATERIALS

Write on the board several rows of fractions with unlike denominators. Students will need paper, pencils, and crayons.

Example:

1.	2/3 ← Red	1/2	1/4	3/8	1/6 ← Blue	1/3
2.	1/2	3/16	5/8	1/4	3/4	3/8
3.	2/5	14/15	2/3	5/6	1/2	1/6
4.	5/12	5/6	1/3	13/18	2/3	3/4
5.	11/14	5/7	1/2	2/7	5/14	1/14
6.	1/2	5/6	11/12	1/12	2/3	3/4
7.	5/9	13/18	2/3	1/3	5/18	2/9
8.	11/15	4/5	1/3	2/3	2/15	1/5
9.	4/7	19/28	3/4	11/14	6/7	23/28
10.	3/5	19/25	1/3	14/15	4/5	14/25

Paper

Pencils

Crayons

Demonstrates understanding of fractions.

Introduction: "In each row of fractions above, please draw a red ring around the largest quantity, and a blue ring around the smallest quantity, in each row. You can convert all fractions in a row to like denominators to determine their relative value."

Acces[illegible]on Number 53642

NLRC/P

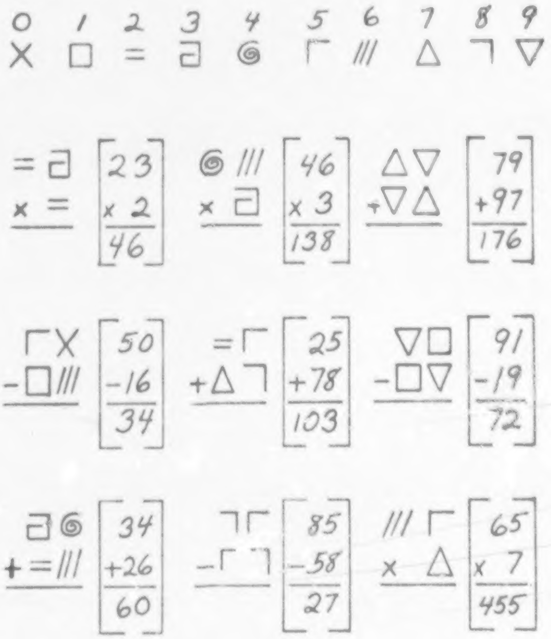
SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53642
TITLE: Code Arithmetic
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-06 Numbers/Matching, Writing, Concepts
F4-03 Multiplication Facts
F3-03 Subtraction Facts
F2-02 Addition Facts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	At the top of the board write the numbers from 0 to 9. Below each group of arithmetic problems suitable for your grade level, using the symbols in place of the numbers. (The problems and answers are given in Arabic numbers beside each code problem below for your convenience in checking the student's work.) Students will need paper and pencils. Example:	Paper Pencils



NLRC/P

Accession Number 53642

Continu

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Introduction: "There is something about codes that has fascinated people for centuries. Today you may do your arithmetic problems in code."	
Works math problems from code.	"At the top of the board I have written the numbers from 0 to 9. Below each number is a code symbol. Your arithmetic problems are written in this code." Copy the problems on your paper, using the numbers instead of the symbols. Then work each problem. Let's see who can correctly solve the most code problems in ten minutes." Variation: Ask the students to copy the problems in code, and solve them in code.	

Accession Number 53643

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53643
TITLE: Which are the Same
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: A2-07 Visual Discrimination
F8-10 Remedial Mathematics

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

Write on the board pairs of numbers, some of which match exactly, and some of which differ slightly. In the examples below, the circles indicate pairs which match exactly. This is for your convenience only. Omit these circles when copying the work on the board.

Students will need scratch paper and pencils.

Example: (Grades 2-3)

1.	43	43	11.	101	110
2.	39	93	12.	231	231
3.	66	66	13.	456	465
4.	583	538	14.	8668	8668
5.	36	63	15.	4513	5413
6.	502	502	16.	279	279
7.	97	97	17.	1121	1211
8.	522	532	18.	3289	3289
9.	988	898	19.	1045	1405
10.	45	44	20.	65336	653366

MEDIA/MATERIALS

Scratch paper

Pencils

Accession Number 53643

Continued

SER-LARS Report E-3
Instructional Methods

NLRC/P

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Example: (Grades 4-5-6)	

①	245	245	⑪	2198447	2198447
2	869	896	12.	3655543	365543
③	4486	4486	13	9712865	9713865
4.	46894	46984	14	4281437	4821437
5	32815	32615	15	670413822	67043822
⑥	678543	678543	16	5868845	5968845
7.	201859	201589	17	4580066392	458006392
⑧	831169	831169	⑱	768145	768145
⑨	187543	187543	19	418853321	41885321
10.	853214	853414	⑳	98532	98532

Discriminates likenesses and differences between numbers.	Introduction: "Have you ever missed an arithmetic problem because you copied the problem incorrectly from the book? Here is an exercise that will give you practice in noticing likenesses and differences in number groups. This skill will help you copy numbers exactly as you see them in the book." "On the board are pairs of figures. Some pairs match exactly, and some pairs are slightly different. Look at the pairs carefully. Do not copy the figures. Just write the problem numbers of the pairs of figures which are exactly alike. I will give you two minutes to complete your work. Ready? Go!"	

Accession Number 53644

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53644
TITLE: Snatch Game
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-00 Addition
F3-00 Subtraction

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6-7-8

SEQUENTIAL STUDENT TASKS

Demonstrates ability to add and subtract.

IMPLEMENTER ACTION

Introduction: "When you have free time, you may enjoy playing the old, old game of Snatch with a friend. To play this game, arrange any number of stones, beads, squares of paper, etc., into three rows."

"The two players take turnsin moving. A move consists of taking away any number of the articles from one row only. You may take from any row, and you must always take at least one object when it is your turn, but you may take two, or three objects - or even a whole row if you want to. The player who, upon his turn, must take the last object is the loser."

"This game may appear to be very simple, but once you have tried it you will realize it takes a great deal of strategy and cumming."

"(Demonstrate this game so you are sure all the students understand. To demonstrate, you could draw three rows of circles on the board, and call on two children to play by erasing circles.)"

MEDIA/MATERIALS

Accession Number 53645

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53645
TITLE: Capture Game
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-09 Number Sequence
F2-00 Addition
F3-00 Subtraction

CONSIDERATIONS FROM EDITOR(S): Grades 3-4-5-6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	You will need an egg carton containing two rows of 6 cups each, and 48 counters (beans, pebbles, beads, etc.).	Egg carton 48 counters, beans, pebbles, beads, etc.
	Introduction: "Here is a game two people can play in their free time. It is called "Capture." This game is very popular on the Gold Cost in Africa."	
	"Each player has one lengthwise half, or 6 cups, or the egg carton as his "side." Each cup contains 4 beans at the beginning of the game."	
Demonstrates understanding of number sequence and addition/subtraction concepts.	"The players take turns moving. To move, you take all the beans from any one of the cups on your side of the egg carton, and moving clockwise around the egg carton, drop one bean in each cup as you pass over it."	
	"The object of the game is to make captures. You can make a capture when your last bean goes on your opponent's side of the egg carton, and if that bean raises the total number of beans in that cup 2 or 3. When this happens, you capture all the beans in that cup and may set them aside as your winnings."	
	"Also, after you made a capture, you may look in the cup just before the one in which you made your capture.	

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

MEDIA/MATERIALS

If that cup now contains 2 or 3 beans, you may capture those, also. You may continue capturing in this way, backwards around the egg carton, until you come to a cup that has less than 2 or more than 3 beans in it (or, until you reach your own side of the egg carton, as you cannot capture on your own side.)"

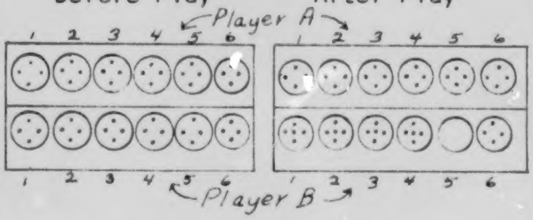
"The game ends when there are no more beans left on the egg carton, or when a player has no beans left on his side of the egg carton to move (in this case the opponent adds all the beans on his side to his winnings), or there are so few beans left that it looks impossible to make any more captures."

"At the end of the game, the player who has captured the most beans is the winner."

Sample Plays:

1. Opening play: Player B takes all his beans from cup 5 and distributes them clockwise around the board.

Before Play After Play



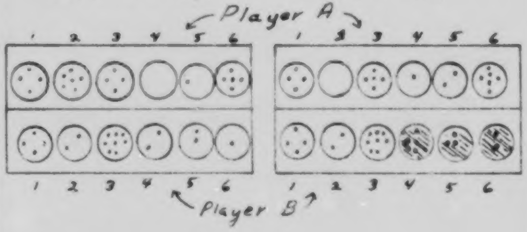
2. Player A takes all his beans from cup 2 and distributes them. Shaded cups show his captures.

NLRC/P

SER-LARS Report E-3
Instructional Methods

Accession Number 53645

Continue:

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Before Play After Play  Player A 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 Player B	

Accession Number 53646

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53646
TITLE: Which Numbers Game
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-06 Visual Discrimination
F0-00 Mathematics

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	List 6 or more numbers on the board. Prepare a list of questions pertaining to these numbers. This list can be placed on the board for students to answer as a seatwork activity, or it can be given orally for a group activity. Students will need pencil and paper. Example: 1. 4,876 4. 1,936 2. 2,143 5. 2,527 3. 8,245 6. 9,881 Introduction: "On the board are six numbers. I will ask you questions about these numbers, and see how well you can answer my questions. Number your papers from 1 to 10. Write the numbers which answer the questions I ask." Sample questions:	Pencil Paper
Locates largest number among six.	1. Which number is largest? (9,881)	
Locates smallest number among six.	2. Which number is the smallest? (1,936)	
Locates number with 2 in hundred's place.	3. Which number has a 2 in the hundred's place? (8,245)	

NLRC/P

Accession Number 53646

SER-LARS Report E-3
Instructional Methods

Continue

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Locates number with 2 in the ten's place	4. Which number has a 2 in the ten's place? (2,527)	
Locates number which is more than 2,100	5. Which number is a little more than twenty-one hundred? (2,143	
Locates number which is less than 2000	6. Which number is a little less than twenty hundred? (1,936)	
Rearranges number sequentially.	7. Rearrange the numbers in example 5 to form the largest possible number. (7,522)	
Rearranges number to smallest quantity.	8. Rearrange the numbers in example 2 to form the smallest possible number. (1,234)	
Locates number larger than example.	9. Which number is closest to being twice as large as example 1? (9,881)	
Locates two numbers which total to approximately 4,000.	10. Which two numbers will total just a little more than 4,000? (2,143 and 1,936)	

Accession Number 53647

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53647
TITLE: The Case of the Strange 9's
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: F4-03 Multiplication Facts

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Write on the board the multiplication table of 9's from 9 X 1 through 9 X 10. Example: 9 X 1 = 9 9 X 2 = 18 9 X 3 = 27 9 X 4 = 36 9 X 5 = 45 9 X 6 = 54 9 X 7 = 63 9 X 8 = 72 9 X 9 = 81 9 X 10 = 90	
Observes pattern in 9's table. Memorizes 9's table.	Introduction: "The 9's table in multiplication contains some very curious patterns. First notice that the first numbers of each answer count in order 1 to 9. Now look at the final digits. They count backwards from 9 to 0." "Next look at the combination of digits. Do you notice that each pair	

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	adds to 9? 1 and 8 are 9, 2 and 7 are 9, and so on. How will this make memorizing the 9's table in multiplication easy for you?" (Encourage discussion. If students ask why these patterns exist, you may explain that adding 9 in each of these instances takes you into the next decade, which accounts for the first digits' increasing by 1 each time. Since 9 is 1 less than 10, it takes you one less than all the way to the same final digit in the next decade, which accounts for the final digits' decreasing by 1. The two figures continue to have the same total, because as you add one to the first digit, you are subtracting one from the final digit. Thus the total has to remain constant.)	

Accession Number 53648

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53648
TITLE: Number Memory
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-11 Visual Sequential Memory
D1-06 Readiness/Designs, Patterns
F1-08 Numberation/Numeral Recognition

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6-7-8

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

Using a felt pen or black crayon, draw on a sheet of unlined paper one of the number groupings shown below. Put each diagram on a separate sheet. Make sure each drawing is large enough to be seen by all the students when you hold it in front of the class.

The examples shown range in order from simpler to more complex. The short explanation of the pattern followed by each diagram is for your convenience in leading class discussion after all the patterns have been shown. Students will need paper and pencils.

Examples:

3	6	9
4	7	10
5	8	11

Row 1 down increases by 1. Each row across increases by 3.

2	4	6
4	6	8
6	8	10
8	10	12

Row 1 down increases by 2. Each row across increases by 2.

10	8	6
9	7	5
8	6	4
7	5	3

Row 1 down decreases by 1. Each row across decreases by 2.

MEDIA/MATERIALS

Felt pen or black crayon

Unlined paper

Paper

Pencils

NLRC/P

Accession Number 63648

SER-LARS Report E-3
Instructional Methods

Continued

SEQUENTIAL STUDENT TASKS

Observes number pattern. Reproduces number pattern on paper from memory.

IMPLEMENTER ACTION

3	5	7
6	8	10
9	11	13
12	14	16

Row 1 down increases by 3. Each row across increases by 2.

2	8	4
4	16	8
6	24	12
8	32	16

Row 1 down increases by 2. Row 2 down is 4 times row 1. Row 3 down is ½ row 2.

3	12	6	7
4	16	8	9
5	20	10	11
6	24	12	13
7	28	14	15

Row 1 down increases by 1. Row 2 down is 4 times row 1. Row 3 down is ½ row 2. Row 4 increases by 1.

Introduction: "I will hold up a pattern of numbers for you to study carefully for one minute. The numbers are arranged according to a definite pattern. See if you can decide what that pattern is."

"At the end of one minute I will put down my sheet and say, "Go." Then you may take your pencils and try to draw the figure you saw, putting each number exactly where you saw it on my sheet. If you have figured out the pattern of numbers, it will be very easy for you to make an exact copy."

"After two minutes, I will say, "Stop." Put your pencils down immediately. Let's see how many can draw an exact copy from memory."

(After the class has completed each drawing, and work has been checked, show the original diagram again. Use the notes below the illustrated examples to aid you in lending a discussion concerning the pattern which the numbers follow.)

MEDIA/MATERIALS

Accession Number 53650

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53650
TITLE: Passing Trains
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A6-07 Problem Solving/Non Math
F2-00 Addition
F3-00 Subtraction

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6-7-8

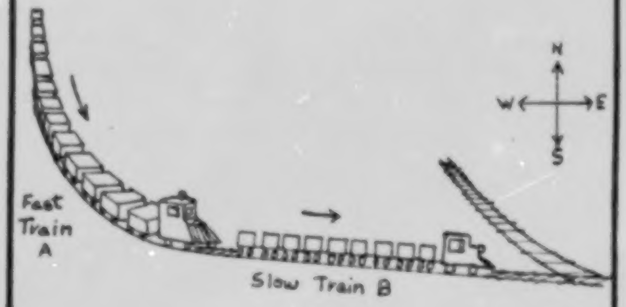
SEQUENTIAL STUDENT TASKS

Demonstrates ability to reason out problem, incorporating addition and subtraction.

IMPLEMENTER ACTION

Draw on the board the diagram shown. Leave this diagram on the board during the day for students reference.

Example:



Introduction: "Here is a brain teaser to think about in your extra time today. At dismissal time I will see if any of you have figured it out."

"Here is the problem: A fast express train overtook a slow freight train on a single track near a siding. The fast train wanted to pass the slow train."

"The railroad siding was short. It would hold only 5 cars (or 4 cars and 1 engine) at a time. The fast train had 12 cars. The slow train had 9 cars. What is the quickest way for the fast train to pass the slow train?"

MEDIA/MATERIALS

NLRC/P

Accession Number 53650

Continue

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	(Answer: Train B moves past the siding, backs into the siding, uncouples its 5 end cars, and then moves back out along the main track towards the east. Train A moves past the siding, backs in, picks up the 5 cars from Train B, then moves out onto the main track and backs to the west. Train B backs into the siding. Train A passes the siding, leaving the 5 end cars from Train B just west of the siding, and continues on its way. Train B then merely has to move onto the main track, back into its 5 end cars, recouple them, and continue on its way.)	

NLRC/P

Accession Number 53651

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53651
TITLE: Problems In Arrangement and Construction
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Services, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-02 Addition Facts
F3-00 Subtraction

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6-7-8

SEQUENTIAL STUDENT TASKS

Demonstrates understanding of additon and subtraction.

IMPLEMENTER ACTION

Place on the board one or more of the problems shown.

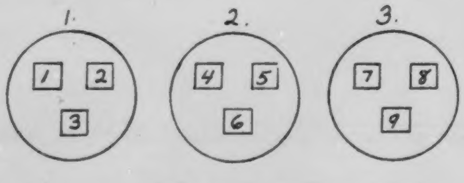
Introduction: "Here are some problems you may work on in your free time today. You may want to cut small pieces of paper, number them as shown on the board, and use them in trial arrangements as you attempt to solve these problems. At dissmissal time I will ask for your solutions."

1) Problem: Arrange these cards in pairs so that all pairs will have the same total.

2	4	6	8	10	12
14	16	18	20	22	24

Solution: All pairs total 26. Thus the pairs should be: 2-24, 4-22, 6-20, 8-18, 10-16, 12-14.

2) Problem: Remove a block from one circle, and place it in a new circle so that the total of the numbers in each circle will be equal.



MEDIA/MATERIALS

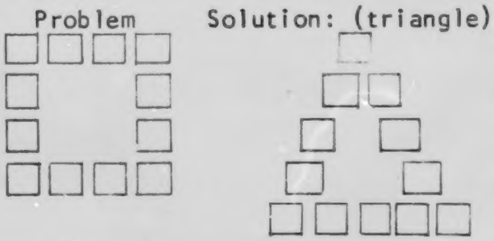
NLRC/P

Accession Number 53651

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Solution: Move the number "9" from circle 3 to circle 1. Now all circles total 15. 3) Problem: Rearrange the blocks in this square to form a figure with five blocks to a side.	


Problem Solution: (triangle)

Accession Number 53652

NLRC/P

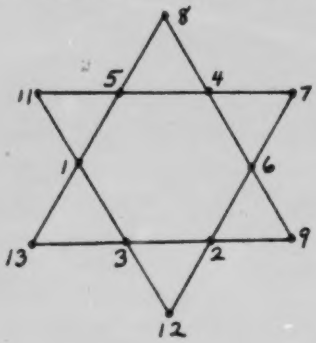
SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53652
TITLE: Magic Figures
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A6-04 Convergent Production
A6-07 Problem Solving/Non Math

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place on the board one or more of the problems shown below. Students will need scratch paper and pencils for figuring.	
	Introduction: "In arithmetic class you have studied magic squares. You know that a magic square is one in which all numbers across, down, or vertically add to the same total. On the board are some problems involving magic figures. See if you can solve these problems in your free time today."	
Demonstrates ability to solve problems incorporating addition.	1)Problem: The figure below is magic in three ways. Can you find the ways?	



Solution: 1. The sum of each small triangle is 17. 2. The sum of each large triangle, is 30, and 3. the sum of each line of four numbers is 27.

Accession Number 53652

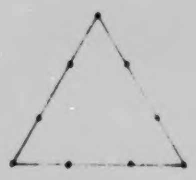
Continued

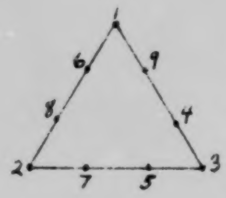
NLRC/P

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS

2)Problem: Place the numbers 1 through 9 at a dot along the rim of this triangle so that the sum of each side of the triangle is equal.





3)Problem: Fill in the spaces in this figure with the numbers 1 through 9, using each number only once, to make a magic square which totals 15 when added in any direction.

4	9	2
3	5	7
8	1	6

Accession Number 53653

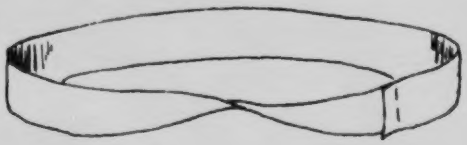
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53653
TITLE: Magic Circle
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A6-04 Convergent Production
A6-07 Problem Solving/Non Math

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Cut a strip of paper 18" x 1½". Make a single twist in the strip, and then paste or staple the two ends together. Show the class the straight strip, and let them watch you twist and paste to form the circle.	Strip of paper 18" x 1½" Paste Staple
	You will also need a pencil and scissors.	Pencil Scissors
	Example: 	
	Introduction: "I have a magic circle of paper. This paper has only one side; I will prove it to you."	
Demonstrates the ability to solve problem	"If you drew a line on ordinary paper, beginning on one side and going to the other side, you would have to cross an edge, wouldn't you? But on this paper I can draw a line going from one side to the other *without* crossing an edge. So therefore it must have only one side! Watch while I show you. (Put your pencil on the center of the strip. Draw a line down the center of the strip. You will eventually come back to the place	

NLRC/P

Accession Number 53653

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	where you started. The line will be drawn on both sides of the paper, but you will not have crossed an edge.) "Who thinks he can tell me how I could get from one side of the paper to the other without crossing an edge?" (When you made the twist, you joined the back edge to the front edge at the point where you pasted. Thus you are actually "crossing an edge" as you pass over the pasted spot.) "But my circle is magic in other ways, too. What do you think will happen if I cut along the line I just drew?" (Let students guess.) "Let's find out." (Cut along the line. Instead of getting two separate loops, as they might suspect, you will get one large loop with a double twist.) "What do you think will happen if "I cut this big loop in two again.?" (Let them guess.) "Let's find out." (Cut the loop in two lengthwise. Instead of getting one even larger loop, as the students might have guessed because of their last experience, you will get two linked loops.)	

Accession Number 53654

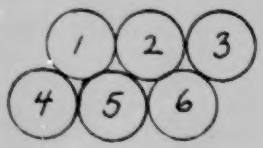
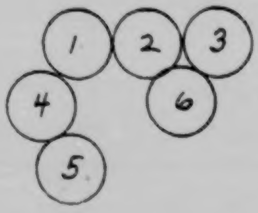
NLRC/P

SER-LARS Report E-3
Instructional Methods

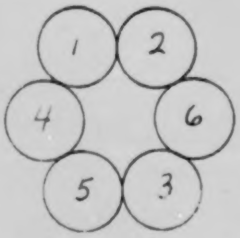
ACCESSION NUMBER: 53654
TITLE: Coin Tricks
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A6-04 Convergent Production
A6-07 Problem Solving/Non Math

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6-7-8

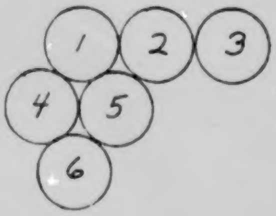
SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Draw on the board the pattern of coins shown below, numbering each coin as indicated. 	
Forms coins into a circle from two lines.	Introduction: "These six coins are arranged to form two straight lines. Can you move two coins only and make them form a circle?" Cut 6 circles and try this in your free time. Later today I will ask if anyone has solved this puzzle. Solution: Move 5 to touch 4 only. 	

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Moves 3 to touch 5 and 6.	

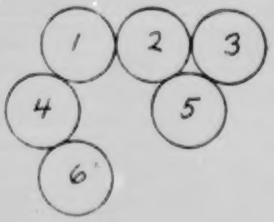


Variation: Using the same initial pattern as in the example above, ask students if they can form a circle by moving three coins.

Solution: Moves 6 to touch 4 and 5.



Moves 5 to touch 3 and 2.

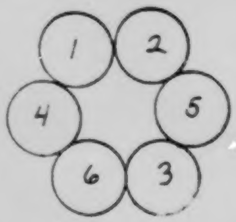


NLRC/P

Accession Number 53654

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA
	Moves 3 to touch 5 and 6. 	

Accession Number 53655

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53655
TITLE: Toothpick Tricks
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A6-07 Problem Solving/Non Math

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6-7-8

SEQUENTIAL STUDENT TASKS

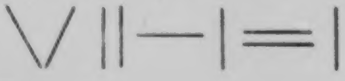
Demonstrates the ability to solve problem

IMPLEMENTER ACTION

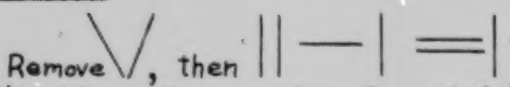
Put on the board the problems given below. You may want to use only one each day, or present them all at once. Provide a box of toothpicks for students to use while working on the solutions to these problems.

Introduction: "Here are some toothpick puzzles. The directions are given. Think over these problems in your free time today. You may take toothpicks from this box to test your ideas for solutions to these problems. We will discuss them together just before dismissal time today. Do you think you will have a solution?"

1) Problem: Take away two toothpicks to make this solution true:

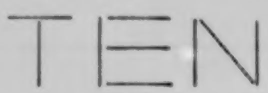


Solution:



2) Problem: You are given 9 toothpicks. Can you make ten of them? No fair breaking them!

Solution:



MEDIA/MATERIALS

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

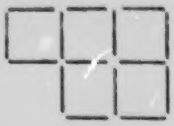
3)Problem: Move (not remove) two toothpicks to make this statement true:

|||=|

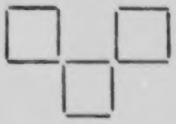
Solution:

+=|, or | = |

4)Problem: Here are 15 toothpicks arranged to form 5 squares. Can you remove three toothpicks and have 3 squares left?

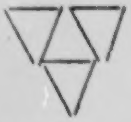


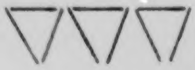
Solution:



5)Problem: Here are 9 toothpicks which form 3 triangles. Can you move just 3 toothpicks and form 5 triangles?

Solution:





(The outer rim of the figure shown in the solution counts as the 5th triangle.)

6)Problem: You have 8 toothpicks. Can you take away 3 and still have 8 left?

Solution:

VIII

MEDIA/MATERIALS

Accession Number 53656

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53656
TITLE: Oriental Abacus
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-01 Numeration/Abacus
F1-13 Numeration/Place Value

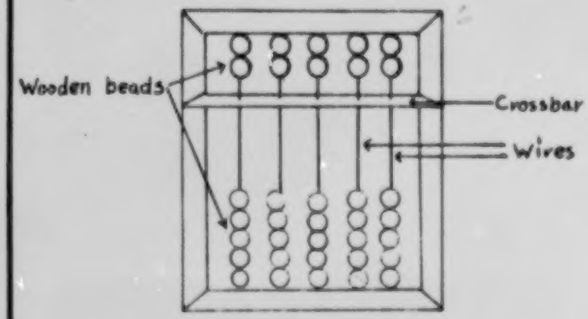
CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6-7-8

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

You will need an Oriental abacus. Many bookstores carry them, or can order one for you. Or you can make one with simple materials. Make a rectangular wooden frame with a crossbar 2/3 of the distance from the bottom to the top of the frame. Drill small holes through the frame and crossbar through which you can thread lengths of wire. On each wire place two small wooden beads above the crossbar, and five beads below the crossbar.

Example:



Abacus in "cleared" position

The sample exercise shown in using the abacus is long, for it includes

MEDIA/MATERIALS

Oriental abacus

NLRC/P

Accession Number 53656

SER-LARS Report E-3
Instructional Methods

Continue

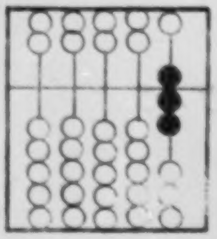
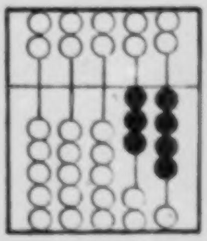
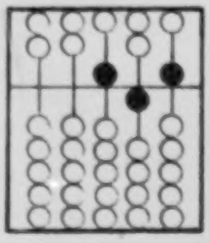
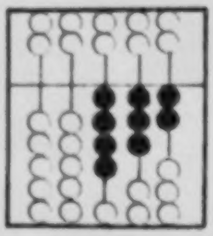
SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	as much variety in manipulation of the abacus as possible. Once students have mastered this exercise, they will understand the theory of the device and should be encouraged to attempt to discover how to use it to solve other types of problems and processes. Introduction: "Here is a device called an Oriental abacus. It is an adding machine. This device has been in use for hundreds of years, and those skilled in its use can calculate answers faster than a person using our modern adding machines." (This has been proven in TV demonstrations.) "Each column of beads represents place value. The right hand column of beads represents the one's place, and then moving left, is the ten's place, hundred's place, and so on." "Each bead above the crossbar represents 5. Each bead below the crossbar represents 1. So to show 7 in the one's column, you could pull down 1 bead (representing 5) and push up 2 beads (each representing 1)."	

Accession Number 53656

Continue

NLRC/P

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Example: 	
Demonstrates ability to use abacus.	"Can you show 34 on this abacus, Mary? Can you show 516, Tom?" Example:   "Now let's use the abacus to add 432 and 396. First, show 432 on the abacus. Example: 	

Accession Number 53656

Continued

SER-LARS Report E-3
Instructional Methods

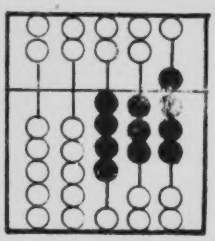
NLRC/P

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

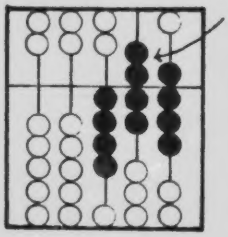
"In the one's column, add 6. To do this, pull down one top bead (5) and push up 1 bottom head."

Example:



"In the ten's column, add 9. There aren't 9 beads, though, are there? So watch carefully. I'll add 10 (pull down 2 top beads) and take away 1 (remove one lower bead). 10 take away 1 is the same as 9, isn't it?"

Example:



"But look what that does. It gives us 12 in the ten's column. These top two beads (arrow above) stand for 10 ten's don't they?

MEDIA/MATERIALS

NLRC/P

Accession Number 53656

Continued

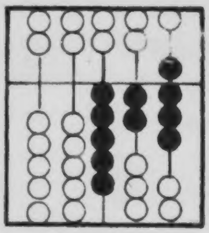
SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

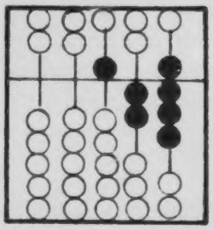
"That is the same as 1 hundred. So I will push up the 10 ten's and move up one bead in the hundred's column. This is the same as "carrying."

Example:



"Now I will add 3 to the hundred's column. Notice the 5 single beads are already in use. But you know each top bead stands for 5, so I will push down these five bottom beads and use one top bead in their place."

Example:



"To add three, all I need to do is move up three of the lower beads in the hundred's column.

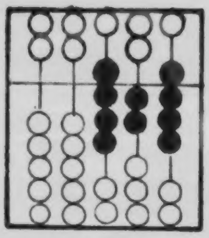
MEDIA/MATERIALS

NLRC/P

Accession Number 53656

SER-LARS Report E-3
Instructional Methods

Continued

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	 432 + 396 828 "The beads show the sum of 432 and 396 to be 828. Work the problem on paper to see if this answer is correct." "You may experiment with this "adding machine" in your free time. You might see if you can figure out how to use the abacus to subtract, too."	

Accession Number 53657

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53657
TITLE: What Comes Next?
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A6-07 Problem Solving/Non Math

CONSIDERATIONS FROM EDITOR(S): Grades 5-6-7-8

SEQUENTIAL STUDENT TASKS

Demonstrates the ability to follow number pattern.

IMPLEMENTER ACTION

Write on the board a series of numbers which follow a definite pattern in their relationship to each other. After each series, write a choice of answers for the number which would come next if the series were continued. In the examples shown below, the pattern of each series is given, and the correct answer is circled. This will aid you in leading class discussion following the work period.

Students will need scratch paper and pencils.

Example:

1.	7	8	10	11	13	14	14	15	[✓ 16]	18	19
		1	2	1	2	1			2		
2.	9	11	14	18	23	29	30	34	[✓ 36]	39	40
		2	3	4	5	6			7		
3.	2	4	2	6	2	8	[✓ 2]	4	6	8	10
		2	2	4	4	6	6				
4.	3	5	7	9	7	5	[✓ 3]	5	7	9	11
		2	2	2	2	2	2				
5.	14	15	13	16	12	17	9	[✓ 11]	15	16	17
		1	2	3	4	5		6			
6.	90	45	50	25	30	15	5	10	15	[✓ 20]	35
		2	5	2	5	2				5	

MEDIA/MATERIALS

Scratch paper

Pencils

NLRC/P

Accession Number 53657

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

7. 40 20 24 12 16 8 — 4 8 12 16 20
   2 4 2 4 2 — 4

8. 5 6 9 15 16 19 — 20 21 22 23 25
   1 3 6 1 3 — 6

Introduction: "Here is an interesting exercise in logical thinking. On the board you see groups of numbers in a series. These numbers are arranged according to a definite pattern. If you continue the pattern in series 1, which of the numbers in the second group would come next? To find the number, you must first decide what the pattern is. I will help you with the first series."

"The first number is 7 (point to 7). Add 1 to get 8 (point to 8). Add 2 to get 10 (point to 10). Add 1 to get 11 (point to 11). Add 2 to get 13 (point to 13). Add 1 to get 14 (point to 14). So the pattern is: add 1, add 2, add 1, add 2, and so on. What must you do to 14 to get the next number in the series? Yes, Dick, add 2. That would make 16 (circle 16 in the answer column)."

"Number your papers from 1 to 8. Beside each number write the number which would come next if that series were continued. I will give you four minutes to work. At the end of that time we will check your answers and discuss the patterns you discovered in each series."

MEDIA/MATERIALS

NLRC/P

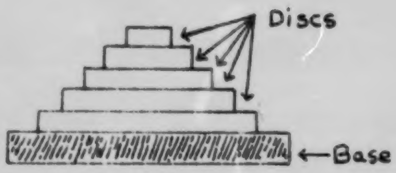
Accession Number 53658

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53658
TITLE: Chinese Pyramid
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A6-07 Problem Solving/Non Math

CONSIDERATIONS FROM EDITOR(S): Grades 5-6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	You will need 3 blocks of wood about 4" square. Cut 5 discs of tagboard. One should be about 3½" in diameter, and the others progressively smaller so the discs can be stacked to form a tower.	Wood about 4" square 5 discs of tagboard
	Example: 	
	Commerical versions of this game are available. They consist of a triangular base with three upright dowels. The discs are stacked on the dowels. Most come with 8 discs. If you use this, remove 3 discs. Moving 8 discs according to the rules of this game requires a minimum of 255 moves, which is beyond the patience level of most students.	
Attempts to solve problem.	Introduction: "This is a puzzle that has fascinated people for centuries. To play, you place the three blocks in front of you on your desk. On one block, stack all 5 discs, with the largest on the bottom and the smallest on top."	

NLRC/P

Accession Number 53658

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	"The problem is to move all the discs to reform the pyramid on either of the other blocks. You may move only one disc at a time, and you may place it on either of the other two blocks. You may never place a larger disc on top of a smaller disc." "This puzzle requires much patience. The five discs cannot be transferred to another block in less than 31 moves!"	

NLRC/P

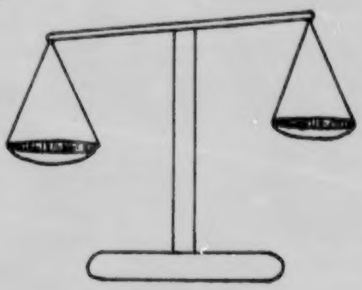
Accession Number 53659

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53659
TITLE: Weighty Problem
AUTHOR(S): Ed. Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-05 Measurement Concepts

CONSIDERATIONS FROM EDITOR(S): Grades 5-6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Make sure students understand how a balance scale works. Use the illustration to aid your discussion.	Balance scale
	Example" 	
	Introduction: "Listen carefully to this problem. Think about a solution whenever you have free time today. At dismissal time I will see if any of you have discovered the solution."	
Attempts to solve problem	Problem: A man gave his son a balance scale and 12 coins which all looked and felt alike. He said, "One of these coins is heavier than the others. If you can find the heavy coin in just three weighings, you may keep the coins."	
	If you were the son, could you have kept the coins?	

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Solution: 1. Divide the coins into 3 groups of 4 coins each. Put one group in each of the cups of the scale. 2. Divide the heavy group in half, putting 2 coins in each scale cup. (If the first two groups balanced, the heavy group was the one not yet weighed.) 3. Divide the heavy group in half, putting one coin in each scale cup to discover which is the heavy coin.	

NLRC/P

Accession Number 53660

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53660
TITLE: Shape Hunt
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by
EDITOR(S) P. Seeger, CCSU #15 Educational Service, Inc.

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:
F7-03 Geometric Shapes/Construction
A2-06 Visual Discrimination

CONSIDERATIONS FROM EDITOR(S): Grades Kdg.-1

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Cut about 6 different geometric shapes from construction paper. Cut two of each shape. While students are out for recess, hide one set of the shapes around the classroom.	Construction paper
	Introduction: "While you were out for recess, I hid six shapes somewhere in the classroom. They look like this (hold up the matching set of six)."	
Discriminates between shapes. Selects correct shape from among six.	"I am going to give six people each one of these shapes. Each person must look until he finds the shape exactly like the one I gave him. If he sees one that is not like his, he will walk right by it and say nothing. Let's see how long it takes to find all six shapes."	
	(After all are found, you could ask students tc put their heads on their desks while you hide one set again.)	

Accession Number 53661

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53661
TITLE: Sand Writing
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-06 Numbers/Matching, Writing Concept
F1-08 Numeral Recognition

CONSIDERATIONS FROM EDITOR(S): Grades 1-2

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place on a table a cookie sheet or jelly roll pan containing sand. Near the tray of sand, display a chart showing the correct formation of the numbers from 1 to 10.	Cookie sheet Sand
	Introduction: "Have you ever tried to write in sand? I think you'll find that it is very much fun to do. Here is a cookie sheet with sand in it. As you practice writing in the sand, you will be learning to write your numbers better."	
Practices number writing in sand	"Look at the chart by the sand tray. Notice how the numbers are formed. Take your finger and practice writing one number over and over again in the sand until you think you can write it just right. Then try another number."	
Writes numbers on paper.	"When you go back to your desk, write the numbers with pencil and paper. See if your sand writing helped you to improve." (This tactile experience is especially good for the slow learner.) Variation: Cut numbers from sand paper, soft felt, or any substance with a definite and interesting texture. Paste these numbers on flash cards. Ask students to trace the shape of each number with their foregingers. This exercise helps students who form numbers incorrectly, backwards.	

NLRC/P

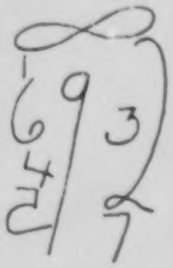
Accession Number 53662

SER-LARS Report E 3
Instructional Methods

ACCESSION NUMBER: 52662
TITLE: The Grouchy Man
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-08 Numeral Recognition
F2-02 Addition Facts

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Students will need paper and pencils. Draw an example of the Grouchy Man on the blackboard. Example: 	Paper Pencils
Recognizes numbers	Introduction: "Today let's use numbers in a very different way. Look at the Grouchy Man I drew on the board. What number is his hair? (8). What number is his upper lip? (4). What number is his chin? (5). Ask enough questions to make certain the students recognize the numbers in new positions".	
	"Now you may buy some parts of his face for the number of cents each part says.	
Totals numbers	1. How much should I pay for his nose and one ear? (6¢ + 3¢ = 9¢).	
Adds each pair of numbers as designated.	2. His upper lip and his chin will cost how much? (4¢ + 5¢ = 9¢).	

NLRC/P

Accession Number 53662

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

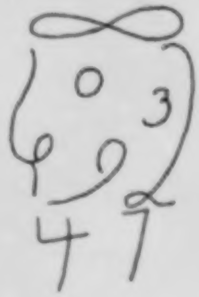
3. His monocle and hair cost how much? (9¢ + 8¢ = 17¢).

4. His nose and forehead cost how much? (1¢ + 6¢ = 7¢)

(Continue questioning this manner. It provides novel drill in basic facts.)

Variation: Ask students to try to draw a Happy Man. Use one of their creations for a similar type of exercise on another day.

Example:



MEDIA/MATERIALS

Accession Number 53663

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53663
TITLE: Geometric Art
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-03 Geometric Shapes/Construction

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6-7-8

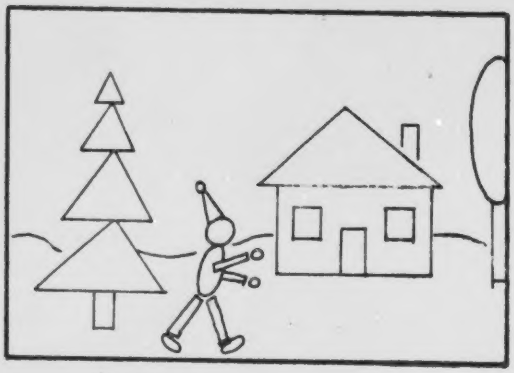
SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Have the students help you prepare a box of various geometric shapes cut from colored construction paper. Or, you can provide construction paper and ask each student to cut the shapes he needs for his picture.	Construction paper Supply of shapes Paste Crayons Sheet of manila paper
	Each student will need a generous supply of shapes, paste, crayons and a sheet of manila paper.	
Arranges shapes to create a picture.	Introduction: "Pick up a few of the shapes before you and see if you can arrange them to resemble something. Perhaps you can put together some pieces and make a fish or a bird or a tree." (Call everyone's attention to some of the more creative arrangements.)	
Pastes shapes to paper	"Now that you have seen some of the things which can be made with these shapes, let's see how imaginative you can be in creating a picture made entirely of geometric shapes. When you find an arrangement you like, paste it on your drawing paper. You may want to use crayon to add some finishing touches to your picture."	

NLRC/P

SER-LARS Report E-3
Instructional Methods

Accession Number 53663

Continued

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Example: 	

Accession Number 53664

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53664
TITLE: Count to 20
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-03 Counting/Cardinal

CONSIDERATIONS FROM EDITOR(S): Grades 2-3-4-5-6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Counts to 20 in various ways.	Introduction: "Here is a game to play with a friend if you finish your work early. It is called Count to 20. It has very simple rules. You and your partner take turns counting the numbers from 1 to 20. On your turn you may count either one number or two numbers, starting where the other person left off. The person who counts the number 20 wins. John and Paul, would you come up to the front of the room and try this game? (After students have played this game several days, tell them the trick to insure winning: If you say "17," you cannot be beaten. If your partner says "18," you say, "19, 20." If he says, "18, 19," you say, "20." For higher grades you might explain to the students that they can control the game all the way if they try as early as possible in the game to end their turn on 2, 5, 8, 11, 14, 17, and, of course 20.)	

Accession Number 53665

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53665
TITLE: Fun in the Park
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:

E5-04	Map Reading
A2-08	Visual Imagery
D3-08	Reading Comprehension/Follow Directions
G2-00	Geography

CONSIDERATIONS FROM EDITOR(S): Grades 3-4-5-6

SEQUENTIAL STUDENT TASKS

Demonstrates ability to follow directions.
Makes map of part from mental perception.

IMPLEMENTER ACTION

Each student will need drawing paper, a ruler and colored pencils. Place simple directions on the board (see example).

Introduction: "Today you may go to an imaginary park. The directions are on the board. Select the scale that you believe to be best to fit this park on your drawing paper. Put your scale at the bottom of the page. Use your colored pencils to make your map as attractive as possible." (You may wish to select some for bulletin board display.)

Simple Directions:

1. The park is ten miles lone and five miles wide. Outline its perimeter.
2. The entrance to the park is on the south side, two miles from the eastern edge.
3. A river runs north and south through the park two miles west of the entrance.
4. There is a camping area two miles from both the southern and western boundaries.
5. A bridle path begins at the entrance and runs to the north-west corner of the park.

MEDIA/MATERIALS

Drawing paper

Ruler

Colored pencils

SEQUENTIAL STUDENT TASKS

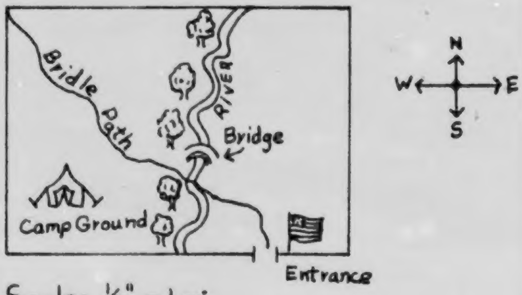
IMPLEMENTER ACTION

6. There is a flagpole to the east of the entrance.

7. A bridge crosses the river three miles from the northern boundary.

8. There are trees along the western edge of the river.

Student's Completed Paper:


Bridle Path
River
Bridge
Camp Ground
Entrance
N
W
E
S

Scale: ¼" = 1 mi.

MEDIA/MATERIALS

Accession Number 53666

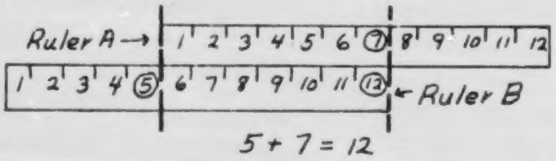
NLRC/P

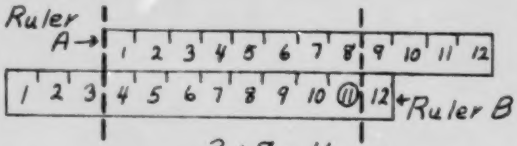
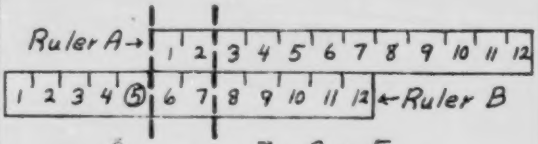
SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53666
TITLE: Rulers That Add
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-02 Addition Facts
F3-03 Subtraction Facts
F6-06 Fractions/Subtraction
F6-10 Fractions/Subtraction

CONSIDERATIONS FROM EDITOR(S): Grades 3-4-5-6

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Each student will need two twelve-inch rulers. For adding fractions in grades 5 and 6, the rulers will need to have the inches divided into fractional parts.	Twelve-inch rulers
	Introduction: "I am going to show you a way to use two rulers to do your adding for you. Place your rulers one above another on your desk. Call the top ruler, "Ruler A." Call the bottom ruler, "Ruler B."	
Adds 5 + 7 using two rulers.	"Let's have these rulers add 5 and 7. Place the 0 (end of the ruler) of Ruler A over the 5 of Ruler B. Now find the 7 on Ruler A. Look directly below it on Ruler B. There is your answer, 12."  Ruler A 1 2 3 4 5 6 ⑦ 8 9 10 11 12 1 2 3 4 ⑤ 6 7 8 9 10 11 ⑫ Ruler B 5 + 7 = 12	
Adds 3 + 8 using two rulers.	"Now see if you can have your rulers add 3 and 8. Place the 0 of Ruler A over the 3 of Ruler B. Find the 8 on Ruler A. Look directly below it on Ruler B. There is your answer, 11."	

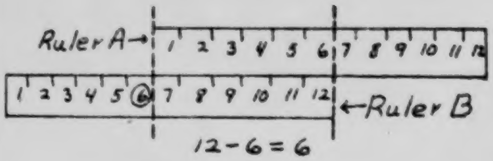
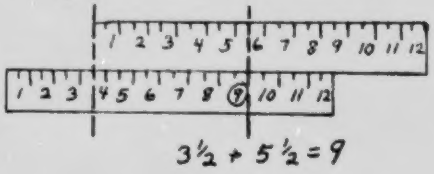
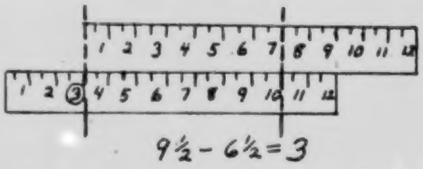
SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Example:  Ruler A→ 1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8 9 10 ⑪ 12 ←Ruler B 3 + 8 = 11	
Practices addition with two rulers.	"Who can have their rulers add 5 and 4? 6 and 5?" (Continue in this fashion, walking around the room to check the student's work at their desks.)	
Practices subtraction with two rulers.	"Now I will show you a way to let your two rulers subtract for you. Suppose you wanted to take 2 from 7. Find the 7 on the Ruler B. Move Ruler A until the 2 is directly above the 7. Now look back at the 0 (end of the ruler) of Ruler A. Directly below it on Ruler B is your answer, 5." Example:  Ruler A→ 1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 ⑤ 6 7 8 9 10 11 12 ←Ruler B 7 - 2 = 5 "If you want to take 6 from 12, find the 12 on Ruler B. Place the 6 on Ruler A directly above the 12. Look back at the 0 of Ruler A. Right below it is your answer, 6."	

NLRC/P

Accession Number 53666

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Example:  Ruler A→ 1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8 9 10 11 12 ←Ruler B 12-6=6 "Who can use their rulers to take 6 from 11? 4 from 8?" (Continue until you are sure all understand the process.)	
Practices adding and subtracting fractions with two rulers.	Variations: Use the same procedure for fractions, but line up the fractional segments of the ruler. Example: Adding 3½ and 5½.  1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8 9 10 11 12 3½ + 5½ = 9 Example: Subtracting 6½ from 9½.  1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8 9 10 11 12 9½ - 6½ = 3 I students show keen interest, they could be encouraged to take two long strips of tagboard and divide them into 100 equal segments. They could the use these strips to	

NLRC/P

Accession Number 53666

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	or subtract numbers whose sums or subtrahends are less than 100.	

Accession Number 53667

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53667
TITLE: Take a Trip
AUTHOR(S): E., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-00 Addition
G2-00 Geography
E5-04 Map Reading

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Supply each student with a road map of the United States, or of your particular state. These can be obtained at no cost from a service station. Each student will also need pencil and paper.	Road map of the United States Pencil Paper
Decides on trip, starting point and destination.	Introduction: "Today each of you may take an imaginary trip. You may travel anywhere shown on your map. Study the map carefully. Decide where you would like to travel. Write down on your paper where you want to start, and your destination."	
Finds most direct route and traces it with pencil on the map. Calculates distance.	"Find the most direct route, and trace the highways with pencil on your map. Now on your paper write down the distance from one point to the next along the highways that you will take on your trip."	
Describes trip to others.	"After you have the number of miles written in a column, add them to find how many miles you would have to drive to make your trip. When you have finished, we will want to hear about your trip."	
	Variations: More advanced groups may figure out how long it would take to make the trip if they traveled 400 miles a day. They may like to figure out how much gasoline they will need if they get twenty mile to the gallon.	

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	They may wish to find out the cost of that gasoline, using local prices per gallon.	

Accession Number 53668

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53668
TITLE: Riddles
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F8-09 Problem Solving

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6

SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

Keep a special place on your blackboard to write a daily riddle involving arithmetic or numbers in general. These riddles are easily obtained from riddle books in your school or public library.

Example:

1. Why is a giant's hand only 11 inches long?

   Answer: One more inch and it would be a foot.

2. How can you pick up a ton with one hand?

   Answer: Pick it up a pound at a time.

3. How can you divide 5 apples evenly amoung 7 friends?

   Answer: Make applesauce.

4. When does a bicycle go as fast as an airplane?

   Answer: When it is in the airplane.

5. When do 8 and 3 make more than 11?

   Answer: When the make 83.

6. How can you take two letters from a five-letter word and still have six left?

MEDIA/MATERIALS

Accession Number 53668

Continu

NLRC/P

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Answer: Take "ty" from "sixty."	
	7. A butcher is 6 feet tall. He weighs twice as much as his son, who is 4'10". What does the butcher weigh? Answer: Meat	
Attempts to solve math riddles.	Introduction: "This special section of the board will contain a new arithmetic riddle each day. Read it in the morning and think about it during the day. Each afternoon I will ask you for your solutions."	

Accession Number 53669

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53669
TITLE: Guessing a Birthday
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F3-00 Subtraction
F8-05 MAthematical Concepts

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Introduction: "Here is a trick you can play on a friend. Ask him to write down the month and day of his birthday, using 1 for January, 2 for February, etc. Don't let him show you what he wrote.	
	Ask him to multiply the month of his birth by 5, add 6 to that answer, multiply by 4, add 9, and multiply by 5. Then ask him to add the day of his birth to that total. Have him tell you just the total, and you can tell him the month and day of his birth.	
Subtract 165 from total to calculate day of birth.	All you have to do is subtract 165 from the total he gives you. The last two numbers of the answer will be the date of his birth. The first number (or numbers) will tell you the month of his birth.	
	Practice this with your classmates. When you have mastered the process, try it on your family and friends at home.	
	Example:	
	Date of birth: Sept. 22	

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	$\begin{array}{r} 9 \\ \times\ 5 \\ \hline 45 \\ +\ 6 \\ \hline 51 \\ \times\ 4 \\ \hline 204 \\ +\ 9 \\ \hline 213 \\ \times\ 5 \\ \hline 1065 \\ +\ 22 \\ \hline 1087 \\ -\ 165 \\ \hline 922 \end{array}$ 9th month (Sept.) 22nd day	

Accession Number 53670

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53670
TITLE: Shadows Measure Height
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: F7-05 Measurement Concepts

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6-7-8

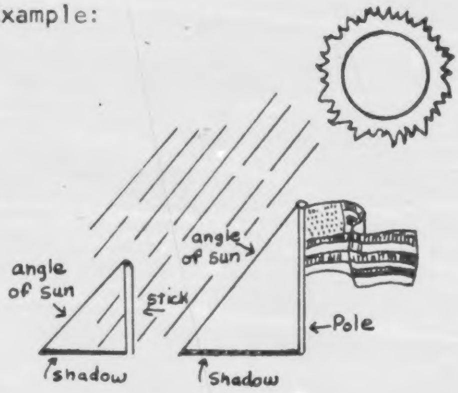
SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	You will need a stick (broomstick, etc.) yardstick, and a sunny day.	Stick Yardstick Sunny day
	Introduction: "I wonder how high our school flagpole is? Who would like to climb it and measure if for me? (Encourage discussion to bring out the fact that it is difficult to climb and difficult to hold a measuring device while hanging on.) I will show you a way to measure the height on the flagpole without climbing it. We will use shadows."	
	"One way would be to take this stick, place it upright on the ground, and wait until its shadow is the same length as the stick. Then we would know the shadow of the flagpole would be the same length as the flagpole. It would be easy to measure the shadow, as it is on the ground where we can get at it."	
	"But suppose you wanted to know right now. Let's take the stick and yardstick out on the lawn and see how to do it."	
Calculates length of stick its shadow and the flagpole's shadow	"You will need to find out three things. First, the length of the stick. Next, the length of stick's shadow, and the last the length of the flagpole's shadow." (Appoint one student to discover each of these facts and report to the class.)	

NLRC/P

Accession Number 53670

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Multiplies the length of the stick times the length of the flagpole shadow. Divides answer by the length of the stick's shadow.	"Jean, would you please multiply the length of the stick times the length of the flagpole shadow?" (Record her answer.) "Paul, would you divide her answer by the length of the stick's shadow? (Record his answer.) "Paul's answer gives us the height of the flagpole. That was much easier than climbing the pole to measure it, wasn't it? (Encourage discussion of other situations in which this method would be easier than measuring the actual object." Explanatory Notes: Since the angle of the sun is identical on both the stick and the flagpole, these objects, shadows, and angle of sun form triangles of proportionate size. That is, the size of one triangle is in direct ratio to the size of the other. Example:  angle of sun angle of sun stick Pole shadow Shadow	

NLRC/P

Accession Number 53670

Continu

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Thus the problems becomes one of simple ratio: $\frac{\text{Stick Shadow}}{\text{Stick Height}} : \frac{\text{Flagpole Shadow}}{\text{Flagpole Height}}$ All numbers are known except for the flagpole height. The problem is solved in the following manner. $\frac{\text{Lgth. of Stick X Flagpole Shadow}}{\text{Length of Stick Shadow}} = \text{Ht. of Flagpole}$	

Accession Number 53671

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53671
TITLE: Lattice Multiplication
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: F4-07 Multiplication/Two or More Mult. with Carrying

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6-7-8

SEQUENTIAL STUDENT TASKS

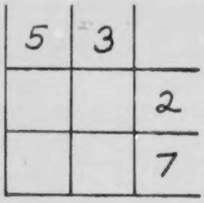
Observes demonstration of lattice multiplication

IMPLEMENTER ACTION

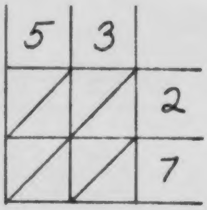
Place examples on the board as directed.

Introduction: "I would like to teach you a different way to multiply. Watch carefully, because after I have shown you this example, I will see how many of you can use this new method on other problems."

"Suppose you wanted to multiply 53 by 27. Watch how I set up the problem. First I will put down this much:



Then I will add a diagonal line to each square:



"Now I will multiply 3 by 2. The answer goes in the box under the 3.

MEDIA/MATERIALS

NLRC/P

Accession Number 53671

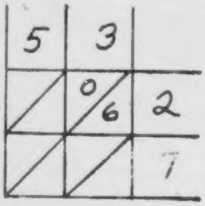
SER-LARS Report E-3
Instructional Methods

Continued

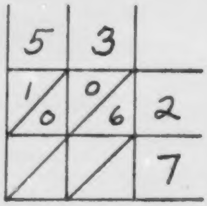
SEQUENTIAL STUDENT TASKS

IMPLEMENTER ACTION

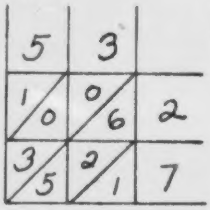
"Since 6 is a one-digit number, I will use "0" in the ten's place:



Now I will multiply 5 X 2:



"See where I put the answers to 3 X 7 and 5 X 7?"



"To find the answer, I need only add each diagonal column. Begin at the upper left-hand side, and read the answer moving down the left side and across the bottom of the diagram. Does this answer agree with the answer you get when you multiply the regular way?"

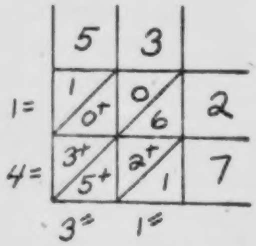
MEDIA/MATERIALS

NLRC/P

Accession Number 53671

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	 5 3 1= 1 0+ 0 6 2 4= 3+ 5+ 2+ 1 7 3= 1=	
Practices Lattice multiplication.	Try Lattice Multiplication on these problems. 48 76 81 258 345 425 604 28 32 43 18 24 231 460	

Accession Number 53672

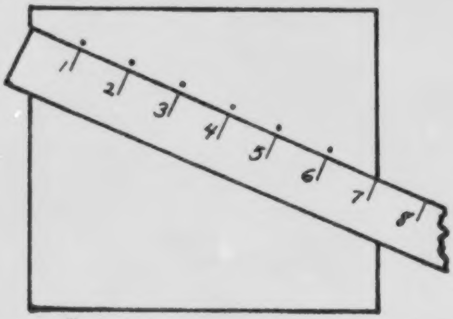
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53672
TITLE: How to Divide Spaces
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F8-02 Charts, Graphs, TAbles
F7-05 Measurement Concepts

CONSIDERATIONS FROM EDITOR(S): Grades 4-5-6-7-8

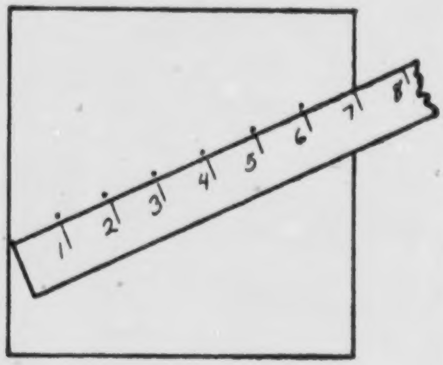
SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Eash student will need a ruler, pencil and paper.	Ruler Paper
Draws 6" square	Introduction: "Many times in ruling paper into squares or columns for charts you face the problem of dividing a space into hard-to-measure segments. For example, draw on your paper a 6" square, using your rulers to make it accurate. Let's pretend you need to divide this into seven columns. You could, of course, measure each column 6/7 of an inch wide. But measuring 6/7 of an inch is hard, isn't it? So here's an easier way."	
Lays ruler across square.	"Lay your ruler at an angle across the square so the "0" (end of the ruler) touches one side of the square. Tilt the ruler until the 7" mark touches the opposite side. (Demonstrate." See example.)	
	Example: 	

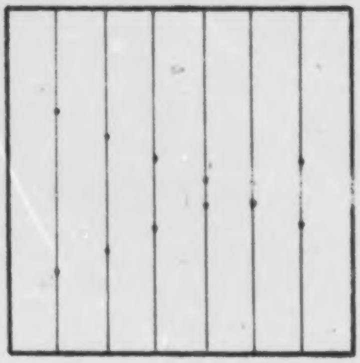
NLRC/P

Accession Number 53672

Continue

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Marks a dot at each inch mark on ruler.	"Lightly mark a dot on your paper by each inch mark on the ruler." (Dots are shown in the example.)	
Lays ruler opposite way and marks as above.	"Now tip the ruler the opposite way, and make a second series of dots." Example:  	
Lines up each pair of dots with ruler and draws lines from top to bottom.	"Use your ruler to line up each pair of dots that are directly above each other. Draw a line from the top of the square to the bottom, passing through each pair of dots. Draw through each vertical pair of dots in the same way. You have now divided a 6" square into 7 equal columns."	

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Example: 	
Draws 5" square. Divides square into 6 equal parts following above procedure.	"Now draw a five inch square. Can you divide it into six equal columns?" (Continue in this way until you are sure the students understand the process.) (In a future lesson you may wish to add further explanations. If, for example, you wish to divide a 3" square into 7 segments, tip the ruler so the "0" and "3½" touch opposite sides of the square. Place a dot by each half inch mark.) (To divide a seven inch square into four equal segments, tip the ruler so the "0" and "8" touch opposite sides. Place a dot by the 2, 4, and 6-inch marks, thus cutting the space into two-inch segments.)	

NLRC/P

Accession Number 53673

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53673
TITLE: Pictographs
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E5-04 Map Reading
F8-02 Charts, Graphs, Tables

CONSIDERATIONS FROM EDITOR(S): Grades 5-6-7-8

SEQUENTIAL STUDENT TASKS

Shows classroom population through a pictograph.
Writes a sentence describing pictograph.

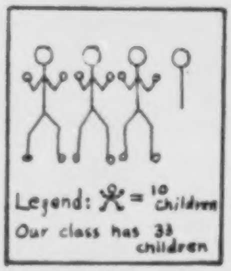
IMPLEMENTER ACTION

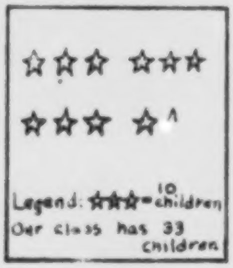
You will need an almanac, geography texts, encyclopedias, an atlas, etc., that give population statistics. Each student will need a sheet of drawing paper and colored pencils.

Introduction: "We often see pictures that indicate how many people live in a particular area. These diagrams are called pictographs, as you learn in arithmetic class."

"I will draw two squares on the board. I would like to see if you can think of two different ways to picture the population of our classroom Show the picture, the scale, and write a sentence that describes your pictograph. Who would like to use this square on the board to make a pictograph? Who would like to use the other square?"

Example:





MEDIA/MATERIALS

Almanac

Geography texts

Encyclopedias

Atlas

Drawing paper

Colored pencils

NLRC/P

Accession number 53673

Continue

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	"In your free time you may illustrate population statistics you find in these source books. Fold your drawing paper in fourths, and tell a different story in each section. Use colored pencils, and work as neatly as possible." "I will ask you to show your finished work to the class, and explain how you have pictured your quantity. Then you may pin your pictographs to the bulletin board for an interesting display."	

Accession Number 53674

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53674
TITLE: Rounding Off
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-15 Rounding Off

CONSIDERATIONS FROM EDITOR(S): Grades 5-6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place on the board three rows of addition problems suitable for the ability level of your group. Each student will need a pencil and paper.	Pencil Paper
Rounds off row one to nearest tenth. Rounds off row two to nearest hundred. Rounds off row three to nearest thousand. Works each problem.	Introduction: "On the board are three rows of addition problems. Instead of working them as shown, I would like you to round off the addends in row one to the nearest tenth, in row two to the nearest hundred, and in row three to the nearest thousand. Then work each problem in the usual way."	
	Example Rounded Off to the Nearest Hundred: 4751 = 4800 3643 = 3600 6444 = 6400 8988 = 9000 23,800	

Accession Number 53675

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53675
TITLE: Multiplying Roman Numerals
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-14 Roman, Other Numerals
F4-07 Mult./Two or More Mult. with Carrying

CONSIDERATIONS FROM EDITOR(S): Grades 5-6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS

IMPLEMENTER ACTION

Put on the board the examples shown below:

Example:

```
  XXVII          27
x XVI    vs.   x 16
```

Introduction: "Before you ever complain about multiplication again, take a look at what the Roman students had to do." (Proceed to work in the problem as shown below, explaining each step as you go.)

Example:

```
                 XXVII                 27
                   XVI      vs.      x 16
                 -----               ----
             XX    V      II          162
       LL    XX    VVV                 27
     CC L    XX                       ----
                                      432
------------------------------------
CC   LLL   XXXXXX   VVVV   II     CDXXXII
```

SEQUENTIAL STUDENT TASKS: Multiplies Roman numerals.

Aren't you glad you live today? But just for the fun of it, try multiplying these Roman numerals. Check each one using Arabic numerals to make sure your answers are correct. (Answers and corresponding problems in Arabic numerals are given for your convenience only. Do not copy these on the board.)

NLRC/P

Accession Number 53675

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Example:	

XIV	14	XXV	25
X III	X 3	X IV	X 4
XLII	42	C	100
LXV	65	XXVI	26
X VI	X 6	X CXI	X 111
CCCXC	390	MMDCCLXXXVI	2,886

Accession Number 53676

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53676
TITLE: Multiple Magic
AUTHOR(S): Ed., Mary E. Platts
SOURCE: PLUS - A Handbook for Teachers of Elementary Mathematics, published by Educational Service, Inc.
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F4-07 Multiplication/Two or More Multiplication with Carrying

CONSIDERATIONS FROM EDITOR(S): Grades 5-6-7-8

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place examples on the board as directed.	
	Introduction: "Here is a quick way to multiply any two-digit numbers between 10 and 20." For example, let's multiply 12 X 18.	
Multiplies first number to the final digit of second number.	1. Add the complete first number to the final digit of the second number. This tells you the number of tens in the answer. Example: 12 + 8 = 20 tens	
Multiplies final digits of each number.	2. Multiply the final digits of each number. This tells you the number of ones in the answer. Example: 2 X 8 = 16 ones.	
Combines both above answers together.	3. Add the tens and ones together to discover the final answer. Example: 20 tens plus 16 ones = 216	
	Here are a few more examples:	
	1. 15 X 19 = ? 15 + 9 = 24 tens 5 X 9 = 45 ones	
	2. 13 X 18 = ? 13 + 8 = 21 tens	

NLRC/P

Accession Number 53676

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	3 X 8 = 24 ones 21 tens plus 24 ones = 234 "Now see if you can work the following problems using the new method. Check each one by regular multiplication to make sure your answer is correct. 16 X 12 = ? 19 X 18 = ? 14 X 15 = ? 17 X 13 = ?	

Accession Number 53700

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53700
TITLE: Throw/Catch Over An Obstacle
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-06 Adaptive Physical Education/Orthopedically Handicapped

CONSIDERATIONS FROM EDITOR(S): 1. Suggested for students who function at quadraplegic or paraplegic levels. 2. Give student only enough assistance for completion of the task. 3. Repeat activity until student shows signs of physical or emotional stress. 4. Equipment should never beleft unattended.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in chair facing beam	Position student in a chair facing the balance beam and offer a partially inflated beach ball to the student. Prompt student to reach out with both arms toward ball.	Beach ball Balance Beam Chairs
	Toss the ball to the student with a short easy throw.	
Catches partially inflated beach ball.	Prompt student to catch the ball with a squeeze type grip.	
Catches fully inflated beach ball	Repeat prodedure gradually inflating ball with student's progression until he is able to catch a fully inflated ball. Using chairs support beam at height of 1 foot.	
Sits in chair at a progressively increasing distancing from beam and throws ball over beam at progressively higher levels to implementer on other side of beam.	Sit opposite student 2 feet away from beam and encourage student to assist in throwing ball over beam. The type of throw depends on the student's range of motion, one hand, two hand, two hand push or two hand overhead.	
	Repeat, gradually increasing height of beam to 4 feet and distance away from beam to 5 feet.	

Accession Number 53701

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53701
TITLE: Throw And Catch: Various Sized Balls
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S) R. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-06 Adaptive Physical Education/Orthopedically Handicapped

CONSIDERATIONS FROM EDITOR(S): 1. Suggested for students who function at quadraplegic or paraplegic levels. 2. Give student only enough assistance for completion of the task. 3. Repeat activity until student shows signs of physical or emotional stress. 4. Equipment should never be left unattended.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in chair opposite implementer and reaches for ball with both hands.	Position student in a chair facing implementer. Offer a partially inflated ball to the student and encourage him to reach out towards ball with both arms.	Beach ball Playground balls 18", 13", 10", 8".
	Toss the ball to the student in a short easy throw.	
Catches partially inflated ball. Catches fully inflated ball.	Prompt student to catch ball with a squeeze-type grasp.	
Catches progressively smaller ball.	Repeat procedure gradually inflating ball as student progresses until he is able to catch a fully inflated ball. Use a smaller ball progressively.	
Throws ball in same progression out and forward, from increasingly greater distances.	Stand in front of student and encourage student to throw ball out and forward rather than down and forward with both hands.	
	Increase distance progressively. 'The following target restrictions should be employed: 1. Within parallel lines 2. Implementer's mid-section 3. To wall target (may need assistance catching rebound).	

Accession Number 53702

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53702
TITLE: Bowling/Eye Hand Coordination
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-06 Adaptive Physical Education/Orthopedically Handicapped

CONSIDERATIONS FROM EDITOR(S): 1. Suggested for students who function at quadraplegic or paraplegic levels. 2. Give student only enough assistance for completion of the task. 3. Repeat activity until student shows signs of physical or emotional stress. 4. Equipment should never be left unattended.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits at one end of table and catches ball when rolled from opposite end.	Provide a table with pins set at one end. Stand at pin end of table. Sit student at opposite end of table and offer him a large ball. As student reaches towards implementer, roll ball to student. Prompt student to catch the ball.	
Rolls ball with both hands towards pins and attempts to knock the pins over.	Prompt student to roll ball (push it with both hands) down the table toward pins. Record the number of pins that fall on Score Sheet. (score sheet can be a simple chart placed where it is visible to the student).	
Repeats activity at progressively increasing distances.	Reset pins and repeat procedures. As student progresses increase the distance of the table or the distance of the table or the distance of the pins, i.e., the pins are placed farther away from the student). Repeat procedure with various sized balls progressively.	

Accession Number 53703

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53703
TITLE: Batting Suspended Ball
AUTHOR(S): M. Cramer ID # 03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-06 Adaptive Physical Education/Orthopedically Handicapped

CONSIDERATIONS FROM EDITOR(S): 1. Suggested for students who function at quadraplegic or paraplegic levels. 2. Give student only enough assistance for completion of task. 3. Repeat activity until student shows signs of physical or emotional stress. 4. Equipment should never be left unattended.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Sit student in chair facing and slightly behind suspended beach ball.	Beach ball String Suspension Mechanism(hook, chinning bar, etc.) Chair
	Be sure to suspend at appropriate level. Initially at waist level and progressively higher until almost out of reach.	
	Chair should also be progressively located further from the ball.	
	Implementer sits opposite student.	
While in a sitting position, strikes a suspended ball from various distances	Encourage the student to strike the ball with his hands. (done with preferred hand, non-preferred hand, or both hands).	
	Hit is directed to either the implementer opposite of student or to wall target.	
	Record frequency of hits within a specific period (i.e. two minutes).	

Accession Number 53704

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53704
TITLE: Chinning
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-06 Adaptive Physical Education/Orthopedically Handicapped

CONSIDERATIONS FROM EDITOR(S): 1. Suggested for students who function at quadraplegic or paraplegic levels. 2. Give student only enough assistance for completion of task. 3. Repeat activity until student shows signs of physical or emotional stress 4. Equipment should never be left unattended.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
From a sitting position, pulls chest up to chinning bar with assistance; then without assistance.	Place student under chinning bar, in sitting position, arms extended. Assist student through pull up meeting chest to bar. Repeat several times giving studentsupport. Repeat several times without support.	Chinning Bar
From a supine position, pulls chest up to meet chinning bar with assistance; then without assistance.	Place student in supine position with hips under bar, arms extended. Assist student through pull up meeting chest to bar, repeat several times giving student support several times.	
From a standing position, hangs from chinning bar without support.	Place student in standing position, arms extended overhead. Assist students in hanging from chinning bar for approximately three seconds. Repeat once without support.	
From a standing position lifts itself momentarily, off floor with assistance then without assistance.	From a standing position, (or sitting if unable to stand) assist student in lifting self momentarily off floor.	
From a sitting position or standing position, lifts self until nose touches bar with support then without support.	Repeat without assistance. Adjust bar so that student's arms are at a 150° angle, standing or sitting. Assist student through 1/2 chin (nose to bar) Repeat several times with support. Repeat without support.	
	Adjust bar so student's arms are extended. Assist student through 1/2 chin (nose to ear). Repeat several times with support. Repeat without support.	

NLRC/P

Accession Number 53704

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Chins self with support	Arms extended, assist student through full chin (chin over/to bar). Repeat several times with support. Repeat several times without support.	

Accession Number 53705

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53705
TITLE: Walking Progressively Longer Distances
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S): The student will be supported as necessary for him to perform the task.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks measured distance with assistance.	Student walks as he can (until he indicates by not attending or showing signs of physical stress that he cannot continue). Record the distance that the student walks after each session. Encourage student to increase the distance during his next attempt.	
Walks measured distance unaided.	As progress indicates, assistance during walking is faded.	

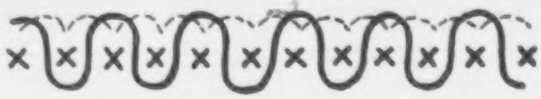
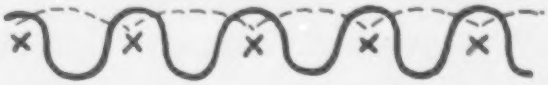
Accession Number 53706

NLRC/P SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53706
TITLE: Walking Through An Obstacle Course
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk
11-11 Gross Motor/ Jump

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks through obstacle course stepping over 12 rope loops.	Prompt student to walk through a rope obstacle course - stepping over twelve individual loops of a Tug-O-War rope. 	Tug-O-War ropes Loops
Walks through obstacle course stepping over 6 rope loops.	Prompt student to walk through a rope obstacle course - stepping over six double loops of a Tug-O-War rope at progressively greater distances apart. 	
Jumps over loops; 12, then 6.	Student jumps over loops of the Tug-O-War rope as indicated in 1 and 2.	

Accession Number 53707

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53707
TITLE: Walks Various Paths
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks through various paths with assistance. Walks through various paths without assistance.	Prompt student to walk the following paths: 1. 2. 3. 4. 5. 6. As progress indicates, assistance is faded.	Rope to form paths

Accession Number 53708

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53708
TITLE: Walks Pushing A Chair
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

Keep path for chair clear and straight

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Prompt student to push a chair as far as he can (until he indicates by not attending or showing signs of physical stress that he cannot continue). Record distance after each session.	
Walks pushing a chair with assistance. Walks pushing a chair without assistance.	Encourage student to increase the distance at the next attempt. As progress indicates, assistance in pushing the chair is faded.	

Accession Number 53709

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53709
TITLE: Walks Up And Down Stairs
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-24 Gross Motor/Stairs

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks up and down stairs putting both feet on each step using the same lead foot. Walks up or down steps putting one foot on each step using the same lead foot. Walks up or down putting one foot on each step alternating the lead foot.	With progressively less asistance, prompt student to: 1. Walk up or down steps putting both feet on each step using the same lead foot. 2. Walk up or down steps putting both feet on each step alternating the lead foot. 3. Walk up or down steps putting one foot on each step using the same lead foot. 4. Walk up or down putting one foot on each step alternating the lead foot.	Stairs

Accession Number 53710

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53710
TITLE: Jump Ball Exercises
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: II-11 Gross Motor/Jump

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Mounts jump ball with assistance; then without assistance.	Assist student in mounting jump ball. Prompt student to mount jump ball without assistance.	
Sits on jump ball with feet on the floor with assistance; then without assistance.	Assist student in sitting on jump ball with feet on the floor.	
Sits balanced on ball with feet on the floor with assistance; without assistance.	Prompt student to sit on ball balanced with feet on the floor without assistance.	
Bounces on ball with assistance; without assistance.	Assist student in bouncing on jump ball with assistance. Prompt student to bounce on jump ball without assistance.	
Jumps in place with assistance; without assistance.	Assist student in jumping in place. Prompt student to jump in place without assistance.	
Jumps forward in a straight line with assistance; without assistance.	Assist student in jumping forward. Prompt student to jump forward without assistance. Assist student in jumping forward in a straight line. Prompt student to jump forward in a straight line without assistance.	
Jumps forward in a zig zag line with assistance.	Assist student in jumping forward in a line.	

Accession Number 53712

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53712
TITLE: Walking On Balance Beam
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-22 Gross Motor/Walk
11-01 Gross Motor/Balance

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Steps onto beam, balances momentarily and then steps off with support.	Assist student in stepping on beam, allowing momentary balance and then stepping off.	Single Narrow Beam (6')
Walks 1/2 the length of beam using the same lead foot, with support.	Assist student in walking half the length of 3" beam using the same lead foot.	
Walks 6" or entire length of beam using the same lead foot, with support. Walks 1/2 the length of the beam using alternate foot with support.	Assist student in walking full length of beam, using the same lead foot. Assist student in walking 1/2 length of beam using alternate foot. Assist student in walking full length of beam with alternate foot.	
Walks full length of beam using alternate foot, with assistance.		
Repeats above activities without assistance.	Prompt student to repeat each above step in the same sequence without assistance.	

Accession Number 53713

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53713
TITLE: WALKING AND TURNING ON BALANCE BEAM
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-22 Gross Motor/Walk
11-01 Gross Motor/Balance

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Steps onto beam, balances momentarily and then steps off with support.	Assist student in stepping on to beam, balance momentarily and then stepping off.	Duel Narrow Beam (1" apart)
Walks 1/2 length of the beam with support.	Assist student in walking 1/2 the length of beam.	
Walks full length of beam with support.	Assist student in walking full length of beam.	
Stands from a 1/2 squat position on beam with support.	Assist student from 1/2 squat position to a standing position on beam.	
Steps onto the beam; balances momentarily and then steps off without support.	Prompt student to step onto the beam, balance momentarily and then step off.	
Steps onto the beam, balances for five seconds and then steps off.	Prompt student to step onto the beam, balance five seconds and then step off.	
Stands from a 1/2 squat position on beam without support.	Prompt student to stand from a 1/2 squat position on beam.	
Walks 1/2 length of beam without assistance.	Prompt student to walk 1/2 length of beam, then to execute a turn around.	
Turns around without assistance.		

Accession Number 53714

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53714
TITLE: LADDER WALKING
AUTHOR(S): M. Cramer, ID #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-22 Gross Motor/Walk
11-26 Gross Motor/Flexibility
11-01 Gross Motor/Balance

CONSIDERATIONS FROM EDITOR(S):

Students are not to walk on the rungs of the ladder.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks entire length of ladder in any manner with assistance.	Position the ladder flat on the floor and prompt the student to walk the entire length in any manner while giving him support and assistance.	Ladder
Jumps off end with assistance.	Assist student in jumping off the end.	
Walks entire length of ladder in any manner independently. Jumps off end independently.	Repeat above without support.	
Walks entire length of ladder, stepping over each rung with assistance.	Assist student in walking entire length of ladder, stepping over each rung.	
Walks entire length of ladder, stepping over each rung independently.	Prompt student to repeat activity independently.	
Walks entire length on two side rails with assistance.	Assist student in walking the entire length on the two side rails. Assist student in jumping off.	
Walks entire length on two side rails independently.	Prompt student to repeat activity without support.	
Walks "Bear Walk" over ladder.	Prompt the student to "Bear Walk" (hands and feet on side rails, stomach facing ladder).	
Walks "Crab Walk" over ladder.	Prompt the student to "Crab Walk" (hands and feet on side rails, back facing ladder).	

Accession Number 53717

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53717
TITLE: PROGRESSIVE SIT-UPS
AUTHOR(S): M. Cramer, ID #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S):

This method can be accompanied by music and is designed to be done progressively.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
While in a standing position:	The following is done with the student in a standing position:	Mats
Stretches upward with both arms to the count of four, on command,	1. Command the student to "Touch the Sky" and prompt him to stretch up using both arms to a count of 1, 2, 3, 4.	Chairs
Touches the floor with both hands to the count of four on command,	2. Command student to "Touch the Ground" and prompt him to touch the floor with both hands to a count of 1, 2, 3, 4.	
Curls up knees and arms close to chest on command to the count of four,	3. Command student to "Be a Ball" and prompt student to curl up knees and arms close to chest to a count of 1, 2, 3, 4.	
Spreads legs apart and places arms up diagonally to a count of four on command.	4. Command student to "Be a Big X" and prompt him to spread feet wide apart, arms diagonally up to a count of 1, 2, 3, 4.	
	Position student sitting on the floor with legs extended with the following:	
Sitting, extends legs apart on command with a count of two,	1. Command student "Legs apart" and prompt student to extend legs apart with a count of 1, 2.	

NLRC/P

Accession Number 53717

Continued
2

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Brings extended legs together on command with a count of two,	2. Command student "Legs together" and prompt student to bring together extended legs with a count of 1, 2. Repeat	
Flexes arms at elbow and brings to chest on command with the count of two,	3. Command student "Arms in" and prompt student to bring arms to chest with elbows flexed with a count of 1, 2.	
Extends arms at shoulder height on command with the count of two,	4. Command student, "Arms out" and prompt student to extend arms at shoulder height with a count of 1, 2.	
Extends arms up over head on command with the count of two,	5. Command student "Arms up" and prompt student to extend arms up over head with a count of 1, 2.	
Lowers arms down with the count of two on command,	6. Command student "Arms down" and prompt student to lower arms down with hands on knees with a count of 1, 2.	
Kicks alternate feet on command with the count of four,	7. Command student "Kick legs" and prompt student to alternate kicks with hands on floor with a count of 1, 2, 3, 4.	
Relaxes legs on command.	8. Command student "Rest" and prompt student to relax his legs.	
	9. Command student "Kick legs" and prompt him to relax his legs.	

NLRC/P

Accession Number 53717

SER-LARS Report E-3
Instructional Methods

Continued
3

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sitting in chair:	C. Position student sitting in a chair for the following:	
Extends legs out on command for the count of four,	1. Command student "Legs out" and prompt student to extend legs, feet on floor for a count of 1, 2, 3, 4.	
Brings feet together under chair on command for count of four,	2. Command "Legs in" and prompt student to bring feet together under chair for a count of 1, 2, 3, 4.	
Extends legs sideward on command with the count of four,	3. Command "Legs to the side" and prompt student to extend legs sidewards - feet on floor with a count of 1, 2, 3, 4.	
Brings feet together under chair on command with the count of four,	4. Command student "Legs in" and repeat activity 2.	
Stamps feet alternately on command with the count of four.	5. Command "Stamp feet" and prompt student to alternately stamp feet with a count of 1, 2, 3, 4.	
Walks around chair on command with the count of eight.	6. Command student "Walk around chair" and prompt student to circle chair with a 8 steps counting 1, 2, 3, 4, 5, 6, 7, 8.	
Sitting in chair, extends arms up over head on command with the count of four.	7. Command "Arms up" and prompt student to repeat exercise B.5.	

NLRC/P

SER-LARS Report E-3
Instructional Methods

Accession Number 53717

Continued

4

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sitting in chair, lowers arms down on knees with the count of four,	8. Command "Arms down" and prompt student to repeat exercise B-6 with a count of 1, 2, 3, 4.	
Sitting in chair, extends right arm over head on command with the count of four,	9. Command "Right arm up" and prompt student to use only right arm and extend it over head with a count of 1, 2, 3, 4.	
Sitting in chair, extends left arm over head on command with the count of four,	10. Command "Left arm" and prompt student to extend left arm over head for a count of 1, 2, 3, 4.	
Sitting in chair, lowers arms placing hands on knees on command with the count of four,	11. Command "Arms down" and prompt student to lower arms placing hands on knees with a count of 1, 2, 3, 4.	
Sitting in chair, extends arms at shoulder height for count of four on command,	12. Command "Arms out" and prompt student to extend arms at shoulders height with a count of 1, 2, 3, 4.	
Sitting in chair, lowers arms placing hands on knees with the count of four on command,	13. Command "Arms down" and prompt student to lower arms down placing hands on knees with a count of 1, 2, 3, 4.	
Sitting in chair, extends right arm at shoulder height with the count of four on command,	14. Command "Right arm out" and prompt student to extend only his right arm at shoulder height with a count of 1, 2, 3, 4.	
Sitting in chair, extends left arm at shoulder on command with the count of four.	15. Command "Left arm out" and prompt student to extend left arm at shoulder height with a count of 1, 2, 3, 4.	

NLRC/P

Accession Number 53717

SER-LARS Report E-3
Instructional Methods

Continues
5

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sitting in chairs, lowers arms, placing hands on knees on command with the count of four,	16. Command "Arms down" and prompt student to lower arms, placing hands on knees with a count of 1, 2, 3, 4.	
Walks around chair on command with the count of eight,	17. Command "Walk around chair" and prompt student to circle chair with 8 steps counting 1, 2, 3, 4, 5, 6, 7, 8.	
Steps onto chair with right foot; then with left foot on command with the count of two,	18. Command "Step up right" and prompt student to step onto the chair with his right foot with a count of 1, 2. Repeat	
Steps off chair with right foot; then left on command with the count of two,	19. Command "Step down right" and prompt student to step down off chair with a count of 1, 2. Repeat for left foot.	
Steps up on chair on command with the count of two, using right foot first,	20. Command "Step up" and repeat above.	
Standing on chair, stretches fully with the count of four,	21. Command "Stretch up" and prompt student to extend body as fully as possible with a count of 1, 2, 3, 4.	
Steps down off chair on command with the count of two,	22. Command "Step down" and prompt student to step off chair as above, using right foot first, with a count of 1, 2.	
Walks around chair on command with the count of eight,	23. Command "Walk around chair" and prompt student to circle chair with 8 steps, counting 1, 2, 3, 4, 5, 6, 7, 8.	

NLRC/P

Accession Number 53717

SER-LARS Report E-3
Instructional Methods

Continued
6

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	D. Place student in a kneeling position.	
Kneeling, places both hands flat on floor, on command with the count of two,	1. Command "Hands on floor" and prompt student to place both hands flat on floor with a count of 1, 2.	
Kneeling, extend arms over head on command with the count of two,	2. Command "Arms up" and prompt student to extend arms up over head with a count of 1, 2.	
Kneeling, turns halfway around on command with the count of four,	3. Command "Turn halfway around using hands and knees with a count of 1, 2, 3, 4.	
Kneeling, extends arms over head on command with the count of two,	4. Command "Arms up" and prompt student to repeat exercises as before with a count of 1, 2.	
Kneeling, turns halfway around on command with count of eight.	5. Command "Turn halfway around" and prompt student to turn halfway with a count of 1, 2, 3, 4, 5, 6, 7, 8.	
	E. Place student in a Supine position.	
Supine, rolls to stomach command with the count of two,	1. Command "Roll to stomach" and prompt student to roll, keeping body parts in line with a count of 1, 2.	
Supine, rolls to back on command with the count of two,	2. Command "Roll to back" and prompt student to roll keeping body parts in line with a count of 1, 2.	
Supine, extends arms out at shoulder height on command with the count of two,	3. Command "Arms out" and prompt student to extend arms at shoulder height with a count of 1, 2.	

NLRC/P

Accession Number 53717

SER-LARS Report E-3
Instructional Methods

Continued
7

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Supine, lower arms to sides on command with the count of two,	4. Command "Arms in" and prompt student to bring arms to side with a count of 1, 2.	
Supine, spread legs apart on floor on command with a count of two,	5. Command "Legs out" and prompt student to spread legs apart-on floor-with a count of 1, 2.	
Supine, pulls extended legs together on command for a count of two,	6. Command "Legs in" and prompt student to pull legs together extended on floor with a count of 1, 2.	
Supine, extends arms out at shoulder height and spread legs apart simultaneously on command with a count of two,	7. Command "Arms and legs out" and prompt student to combine exercises E-3 and E-5 with a count of 1, 2.	
Supine, lowers arms to sides and pulls extended legs together on command with a two count.	8. Command "Arms and legs in" and prompt student to combine exercises E-4 and E-6.	

Accession Number 53718

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53718
TITLE: MODIFIED PULL-UPS WITH ROPE
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S): The term sitting involves the maintenance of a sitting position (on the floor in a chair with varying degrees of suppor). Give the student only enough assistance for completion of the task.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Maintains supine position	Place student in a supine position on mat.	Rope 1' to 3' long
Grasps loop of rope with both hands when offered.	Offer the student loop of rope and prompt him to grasp loop with both hands.	Mat
Pulls self up toward implementer.	Encourage student to pull on loop to lift himself toward implementer to achieve a sitting position.	
Holds rope while moving from side to side.	Student maintains grasp on rope loop as implementer moves rope from side to side in an effort to keep student's balance.	
Sits until losing balance.		
Lowers to supine position.	Allow student to return to supine position.	

Accession Number 53719

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53719
TITLE: MODIFIED PULL-UPS WITH DOWEL
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S): The term sitting involves the maintenance of a sitting position (on the floor or in a chair with varying degrees of support). Give the student only enough assistance for completion of the task.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Maintains a supine position.	Place student in a supine position.	1" diameter Dowel (12" to 18" in length)
	Holds ends of dowel.	
Grasps mid-section of dowel with both hands.	Offer student mid-section of the dowel and prompt student to grasp mid-section of dowel with both hands.	Mat
Pulls self up towards implementer to achieve a sitting position.	Encourage student to pull himself up towards the implementer to maintain a sitting position.	
Holds dowel while moving from side to side.	Student maintains grasp on mid-section of dowel as implementer moves from side to side in an effort to keep student's balance.	
Sits until losing balance.	Student continues sitting until he appears to be losing balance.	
Lowers to supine position.	Allow student to return to supine position.	

Accession Number 53720

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53720
TITLE: MODIFIED PULL-UPS WITH BAR
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S): The term sitting involves the maintenance of a sitting position (on the floor or in a chair with varying degrees of support). Give the student only enough assistance for completion of task.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Maintain a supine position	Place student in a supine position.	Dowel 1" diameter, 12" to 18" in length
Grasp mid-section of dowel with both hands.	Hold ends of dowel and offer the mid-section of dowel to the student and encourage him to grasp mid-section of dowel with both hands.	Doorway type chinning bar
Pulls self up towards implementer to achieve a sitting position.	Encourage student to pull himself up towards the implementer to maintain a sitting position.	Mat
Holds dowel while moving from side to side.	Student maintains grasp on mid-section of dowel as implementer moves from side to side in an effort to keep student's balance.	
Sits until losing balance.		
Lowers to supine position.	Allow student to return to supine position.	
	Position student so that his hips are under the chinning bar and hold feet.	
	Place bar at a height which is within reach of the student from a supine position.	
Grasps bar and pulls chest to bar, returns to supine position.	Encourage student to grasp the bar and pull his chest to the bar, then return to supine position.	
Repeats, returning to sitting position.	Prompt student to grasp bar again and pull himself to a sitting position.	
Maintains sitting position.	Encourage student to maintain sitting position while grasping bar and implementer holds his feet.	

Accession Number 53721

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53721
TITLE: MODIFIED PULL-UPS
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S): The term sitting involves the maintenance of a sitting position (on the floor or in a chair with varying degrees of support). Give the student only enough assistance for completion of the task.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Maintains supine position.	Place student in a supine position.	Mat
	Offer student your hands.	
Grasps implementer's hands and pulls up toward implementer to achieve a sitting position.	Encourage student to then pull himself up towards the imrlementer to maintain a sitting position.	
Holds hands while moving from side to side.	Maintaining grasp move student from side to side in an effort to keep student's balance.	
Sits until losing balance.		
Lowers to supine position.	Allow student to return to supine position.	

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53722
TITLE:	HEAD LIFTS
AUTHOR(S):	M. Cramer ID #03
SOURCE:	Rural Unit
EDITOR(S)	P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Maintains a supine position.	Place student in a supine position.	Mat Ball 20" diameter
Lifts head and attends to stimuli.	Using various stimuli, encourage the student to lift head and attend to the stimuli. e.g., A. Favorite toy, following a light, etc. B. Responding to name or other sound.	
Maintains supine position on large ball. Supine on large ball, lifts head and attends to stimuli.	Place student supine on a large ball, stabilizing ball for student. Repeat using various stimuli to encourage student to lift head and attend to the stimuli.	

NLRC/P

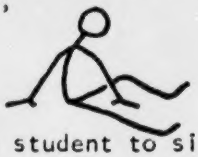
Accession Number 53723

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53723
TITLE:	SITTING PRACTICE
AUTHOR(S):	M. Cramer ID #03
SOURCE:	Rural Unit
EDITOR(S)	P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S): The term sitting involves the maintenance of a sitting position on the floor with varying degrees of support. Give the student only enough assistance for completion of the task.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Leaning against wall, sits with legs extended forward Leaning against wall, sits with legs outward.	Position student on the floor against wall. First, encourage student to lean against wall as he sits on floor, legs extended forward; then with legs extended outward.	Stationary Chair Rocking Chair
Supine, pulls self to sitting position; one leg bent at knee and other extended to side; without wall assistance.	Position student supine and encourage student to pull self up (make use of rope loop, dowel or implementer's hands) to a sitting position. The hand that corresponds to bent leg is placed between legs on floor, other hand is placed outside corresponding leg: i.e., 	
Sits in chair with support.	Encourage student to sit in a stationary chair. Give student support with a seatbelt or stuffed animals, etc.	
Sits in rocking chair with support.	Encourage student to sit in a rocking chair.	
Rocks slightly with support.	Give student appropriate support to maintain a sitting position. Rock slightly.	

Accession Number 53724

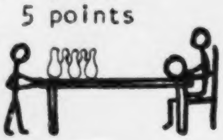
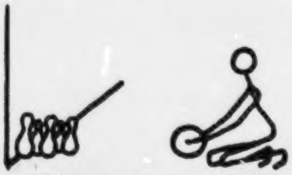
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53724
TITLE: MODIFIED BOWLING
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S): This activity is suggested for those students who have limited leg function, not to develop the legs. This offers an alternative for students who are often considered unable to participate in activity. Give student enough assistance for completion of the task.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in chair at end of table.	Seat student at one end of table and stand at the pin end of the table.	Table 4' - 15' long
Rolls ball towards pins.	Prompt student to roll ball (with 1 or 2 hands) toward pins. After the student attempts roll, return ball to the student.	Plastic bowling pins (3-10) Tennis Ball.
Marks score sheet.	Encourage student to mark score sheet points.	Playground balls (5" - 13")
	Prompt student to roll a second time - repeat until game is completed.	Score Sheet
	Progressively use a smaller ball 13-8-5 tennis balls. The length of the table should be progressively lengthen.	
	A Strike = 10 points A Spare = 5 points 	
Kneels on floor.	Position student kneeling on floor (4' - 15' from pins progressively). Set pins in front of wall.	
Rolls ball towards pins.	Encourage student to roll ball toward pins and then retrieve vall independently. 	

Accession Number 53724

Continued

SER-LARS Report E-3
Instructional Methods

NLRC/P

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Marks score sheet.	Student then marks score sheet. Repeat until game is completed, progressively using larger balls and lengthening the distance from pins.	

Accession Number 53725

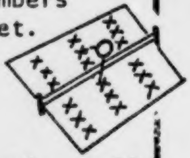
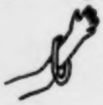
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53725
TITLE: VOLLEYING PROGRESSIVELY SMALLER BALLS
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S): This activity is suggested for those students who have limited leg function not to develop the legs. This offers an alternative for students who are often considered unable to participate in activity. Give student enough assistance for completion of the task.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sitting in chair or kneeling on floor, throws ball over net; or passes to another teammate to be thrown over net.	Prompt student to throw ball over net (or) pass ball to teammate who throws ball over net. Opposing student must catch the ball and pass or throw ball over net. Point should be scored for team which forces opposing team to drop the ball Allow no more than three passes per team before ball crosses net. Winner is determined when one of the teams accumulates 5 to 15 points, depending on your discretion. Position students on chair or sitting (kneeling) on floor. Team members scattered on either side of net. 	Rope or net Balls: beach volley playground cage Bean bag Deck tennis ring
Repeats above using smaller balls in progression.	Ball used should be progressively smaller or heavier. Players should become fewer, giving responsibility for larger areas. A deck tennis ring should be used in place of ball or bean bag; catch, then ring on arm. 	

Accession Number 53725

Continued

NLRC/P

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Serves ball from mid area then from back.	Serving may be added to the game as students become proficient; begin from mid area, then from back.	

Accession Number 53726

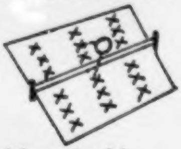
SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53725
TITLE: VOLLEYING PROGRESSIVELY SMALLER BALLS, ADVANCING TO VOLLEYBALL GAME
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S): This activity is suggested for those students who have limited leg function, not to develop the legs. This offers an alternative for students who are often considered unable to participate in activity. Give student enough assistance for completion of the task.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sitting in chair or kneeling on the floor, volleys ball over net or to teammate to be volleyed.	Prompt student to volley ball to teammate or over net. Opposing student volleys ball to teammate or over net. Score point for team which forces opposing team to let ball hit floor. Winner is determined when 5 to 15 points are accumulated. Position students on chair or kneeling on floor. Team members scattered on either side of net. 	Rope or net Balls: beach volley light weight
Repeats above using progressively smaller balls.	Use progressively smaller balls. Place net progressively higher. Players should become progressively fewer per team, giving responsibility for a larger area.	
Serves ball.	Serving may be added.	
Plays in a volleyball game.	Progressively move towards a volleyball game.	

Accession Number 53727

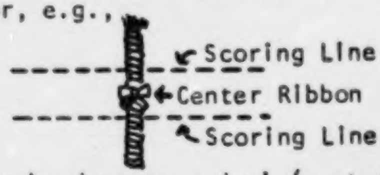
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53727
TITLE: TUG-O-WAR GAMES
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S): This activity is suggested for those students who have limited leg function, not to develop the legs. This offers an alternative for students who are often considered unable to participate in activity. Give student enough assistance for completion of the task.

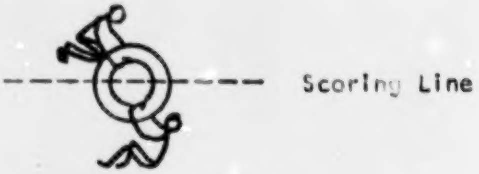
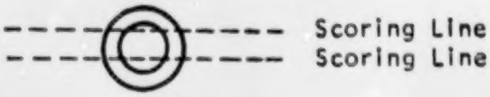
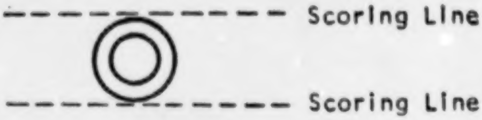
SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Kneeling or sitting on floor, pulls rope until center ribbon is over scoring line when given a starting signal. Stops on stopping signal.	Evenly separate students on either end of rope and position all students behind scoring line, kneeling or sitting on floor, e.g.,  This may be done as a duel (a student) or a tem activity. Give a starting signal, prompting students to pull rope back using a hand over hand method.	Tug-O-War rope or thick (1") rope with ribbon marking middle of rope
Kneeling or sitting on floor, grasps hands of another student and pulls until over scoring line.	Explain to the students that the object is to pull until the ribbon is over the scoring line nearest to them; winning point. At that point give stopping signal and repeat. NOTE: Due to the fact that the student's ability to maintain his balance while in a sitting or kneeling position may be limited, the teacher must keep the activity area clear. The implementer must also be certain that the students have the ability to safely recover from a loss of balance before attempting any task.	

NLRC/P

Accession Number 53727

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Kneeling or sitting on floor pulls tire until tire is over scoring line when given starting signal. Stops on signal.	Position students with inner tube or tire, one student grasping tire on either side. Students should be in a sitting or kneeling position, e.g.,  (or)  (or)  Give students a starting signal and prompt students to pull tire toward self - over nearest scoring line. Give stopping signal when one of the students have accomplished the task - winning point. Repeat activity - until student shows signs of physical or emotional stress.	

NLRC/P

Accession Number 53727

Continued

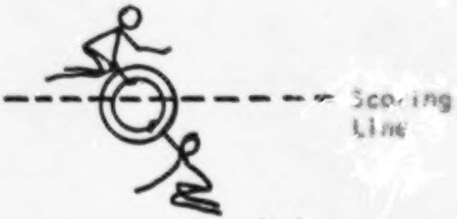
SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS

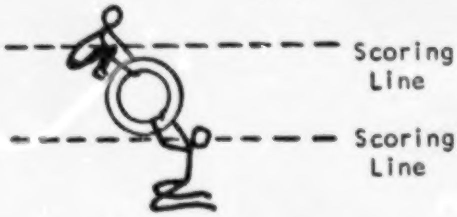
Kneeling or sitting on floor, grasps hands of another student and pulls until over scoring line.

IMPLEMENTER ACTION

The above activity can be done in a like manner positioning students so that they're facing each other, grasping hands (one or both), sitting or kneeling, e.g.,



(or)



MEDIA/MATERIALS

Accession Number 53728

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53728
TITLE: BASIC LOCOMOTOR LADDER ACTIVITIES: WALKING, JUMPING, HOPPING, SLIDING, SKIPPING
AUTHOR(S): M. Cramer ID#03
SOURCE: Rural Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks through ladder without slats without assistance.	Walking: Position ladder upright on floor and prompt student to walk through (no slats) with assistance.	Ladder (with slats that are removable)
Walks through ladder without assistance.	Repeat without assistance.	
Assisted walks through upside down ladder stepping over 3 slats with preferred leg.	Position ladder upside down and prompt student to walk through stepping over three slats using preferred leg with assistance.	
Unassisted walks through upside down ladder stepping over 3 slats with alternate legs.	Position ladder upside down and prompt student to walk through stepping over three slats using alternate legs without assitance.	
Ladder upright, walks through ladder stepping over 4 slats with preferred leg unassisted.	Position ladder upright and walk through stepping over four slats using preferred leg without assistance.	
Walks through ladder stepping over 4 slats with alternate legs unassisted.	Position ladder upright and walk through stepping over four slats using alternate legs without assistance.	
Walks through ladder stepping over 5 slats with alternate legs unassisted.	Position ladder upright and prompt student to walk through stepping over five slats using alternate legs without assistance.	
Walks through ladder stepping over 6 slats with alternate legs unassisted.	Position ladder upright and prompt student to walk through stepping over six slats using alternate legs without assistance.	

Accession Number 53728

Continued

NLRC/P

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks through ladder stepping over 7 slats with alternate legs unassisted.	Position ladder upright and prompt student to walk through stepping over seven slats using alternate legs without assistance.	
	Jumping:	
Jumps over 3 metal strips with assistance.	Position ladder upright and prompt student to jump over three metal strips with assistance.	
Jumps over 3 metal strips unassisted.	Repeat without assistance.	
Ladder upside down jumps over 3 metal strips with assistance.	Position ladder upside down and jump over three metal strips with assistance.	
Ladder upside down, jumps over 3 metal strips unassisted.	Position ladder upside down and prompt student to jump over three metal strips without assistance.	
Ladder upright jumps over 3 slats with assistance.	Position ladder upright and prompt student to jump over three slats with assistance.	
Repeats unassisted.	Position ladder upright and prompt student to jump over three slats without assistance.	
Jumps over 4 slats unassisted.	Position ladder upright and prompt student to jump over four slats without assistance.	
	Sliding:	
Slides slowly the length of ladder with assistance.	Assisting, prompt student to step and then close the length of the ladder (facing sideways) slowly.	
Slides slowly the length of ladder without assistance.	Repeat without assistance.	

NLRC/P

Accession Number 53728

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Slides, unassisted length of ladder faster.	Unassisting, prompt student to step and close the length of the ladder (facing sideways) faster.	
Assisted, slides length of ladder momentarily off ground.	Assisting, prompt student to step, then close the length of the ladder (facing sideways) in a sliding movement (momentarily off ground).	
Unassisted, slides length of ladder momentarily off ground.	Repeat without assistance.	
	Skipping:	
Skips twice with assistance on preferred leg.	Assisting, prompt student to take two step-hops with (pl) preferred leg HOP STEP HOP STEP HOP STEP HOP STEP (hops over tape - no slats)	
Repeats twice without assistance.	Repeat without assisting.	
Assisted, skips on non preferred leg.	Assisting prompt student to take two step hops with (npl) non preferred leg.	
Repeats without assistance.	Repeat without assistance.	
Skips twice alternating pl and npl.	Assisting prompt student to take two step-hops with alternating pl and npl.	
Repeats unassisted.	Repeat without assistance.	
Skips three times alternating pl and npl unassisted.	Without assisting prompt student to take three step-hops with alternating pl and npl.	
Unassisted, skips four times alternating pl and npl.	Without assisting, prompt student to take four step-hops with alternating pl and npl.	

Accession Number 53728

Continued

NLRC/P

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Hopping:	
Assisted hops length of slatless ladder on preferred leg.	Prompt student to hop length of ladder without slats, using preferred leg (pl) with assistance.	
Hops length of slatless ladder on pl without assistance.	Repeat without assistance.	
Hops length of slatless ladder on npl with assistance.	Repeat, prompting student to hop on nonpreferred leg (npl) with assistance.	
Hops length of slatless ladder on npl unassisted.	Repeat without assistance.	
Hops over one slat with assistance on pl.	Prompt student to hop over one slat using pl with assistance.	
Repeats unassisted.	Repeat without assistance.	

NLRC/P

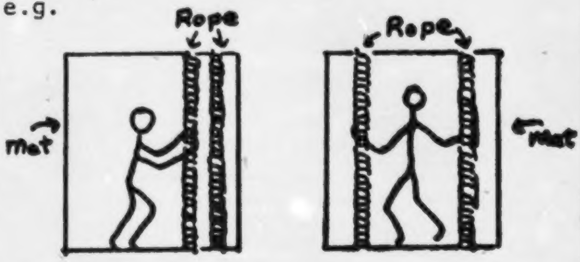
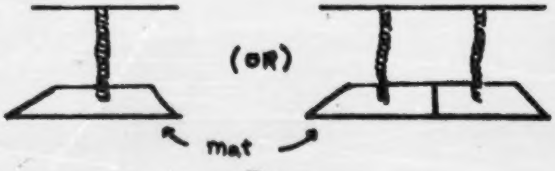
Accession Number 53729

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53729
TITLE: CHINNING, HANGING AND CLIMBING ON ROPES
AUTHOR(S): M. Cramer #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S): This activity is suggested for those students who have limited leg function not to develop the legs. This offers an alternative for students who are often considered unable to participate in activity. Give student assistance for completion of the task.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Position student's two hands on one rope or one hand on each rope. e.g.  	Agility Rope: 1. 2 thick ropes securely fastened (1"-2") across a room so that sagging is prevented. 2. Mats under the rope. Mats
With hands on rope moves across room pulling self along a rope. Lifts self to a straight arm support position on rope.	Prompt student to move across the room by pulling herself along the rope; then chin self, then lifts self to straight arm support.	Climbing Rope: Thick Rope-Securely suspended.
Does above exercises with legs lifted off floor.	Progressively increase height of rope (1'-7'). Allow student to begin by dragging legs and progressively perform exercises with legs lifted off floor. Position mat under rope/s. e.g.  	

NLRC/P

Accession Number 53729

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Climbs single rope hand over hand.	Prompt student to climb rope with a hand over hand grasp.	
Chins self (with support) on single rope.	Prompt student to chin with leg support.	
Chins and tucks on single rope.	Prompt student to chin and tuck (hold position and draw knees toward chest)	
Climbs up and down single rope, using arms and legs.	Prompt student to climb up and down with hand over hand grasp, using arms and attempting to use legs (as ability allows) in the following manner. 1. Wrap rope once around foot, place opposite foot on top of rope and foot (lock). 2. Reach arms up and try to extend legs up. 3. Hold arm position and bring up legs to chest-place feet in lock position, repeat. Prompt student to use hand over hand grasp up and down - Not to slide down.	
	Double rope activities in progression:	
Chins self on double ropes.	Prompt student to chin self; then to chin and tuck; then to climb using arms only in the following manner. 1. Hold position (one hand while reaching up other rope with free hand).	
Chins and tucks to double ropes.		
Climbs double ropes using arms only.	NOTE: Very difficult task.	

Accession Number 53730

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53730
TITLE: TARGET THROWING
AUTHOR(S): M. Cramer, ID#03
SOURCE: Rural Unit
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S): This activity is suggested for those students who have limited leg function, not to develop the legs. This offers an alternative for students who are often considered unable to participate in activity. Give student enough assistance for completion of the task.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Kneeling or sitting on floor, throws objects at a progressively smaller object.	Position student sitting or kneeling on floor. Use one of the throwing objects and hitting target listed.	Throwing objects: 1. Balls: beach fleece whiffle playground (5" - 18") volleyball basketball football 2. Bean Bags 3. Darts Targets 1. hoops 2. baskets 3. squares on wall 4. posters on wall 5. bowling pins 6. inverted marking cone 7. another ball on ground or in air.
Kneeling or sitting on floor, throws objects at moving targets.	Prompt student to throw object at target; underhand with one or two hands or side arm one hand. Position student progressively further away from target, from straight to various angles. Target progresses from stationary to moving. Stationary targets may be; 1. Flat against wall or floor, (i.e. hoop, clown, or oil cloth). 2. Suspended. 3. Free standing (i.e. hoop rested on cones, bowling pin, or basket). Moving objects may be: 1. Swinging (student hits or throws in to it). 2. In flight (hits a ball thrown in the air and/or hits through a hoop).	
Scores score sheet.	Allocate points for successful attempts. Encourage student to score points on score sheet.	

Accession Number 53732

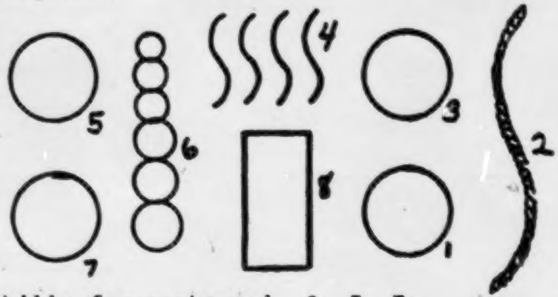
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53732
TITLE: OBSTACLE COURSE, LEVEL I, A
AUTHOR(S): M. V. Cramer ID#03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S): Participating in these types of activities leads toward the development of attention to the task sequential task completion, balance-agility-flexibility, body awareness, basic locomotor skills.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Diagram:  	4 jump ropes 10 hoops 1 mat (or rectangle marked off by tape) 1 Tug-O-War rope (or clothesline)
	Skills for numbers 1, 3, 5. 7:	
Steps in and out of hoops.	Step in - out	
Jumps in and out of hoops.	Jump in - out	
Hops in and out of hoops.	Hop in - out	
Mule kicks in and out of hoops.	Mule kick in - out (place hand on floor in hoop and kick feet up and in).	
Circles inside and outside of hoops.	Circle in - out	
	Any combinations of the above.	
	Skills for number 2:	
Straddles Tug-O-War rope and walks length of it.	Straddle - walk	
Straddles Tug-O-War rope and jogs length of it.	Straddle - jog	
Straddles Tug-O-War rope and jumps length of it.	Straddle - Jump	

Accession Number 53732

Continued

NLRC/P

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Straddles Tug-O-War rope and runs length of it.	Straddle - run.	
Walks forward or backward on Tug-O-War rope.	Walk on - forward or backward.	
Hops on one side or alternate sides of Tug-O-War rope.	Hop - on one side or alternate sides.	
Jumps on one side or alternate sides of Tug-O-War rope.	Jump - on one side or alternate sides.	
Mule kicks length of Tug-O-War rope.	Mule Kick - (crossing over rope)	
	Skills for number 4:	
Steps over set of 4 jump ropes. Leaps over 1 or 2 jump ropes. Jumps over jump ropes. Hops over jump ropes.	Step in and out Leap over - over 1 or 2 ropes Jump over Hop over	
	Skills for number 6:	
Steps in and out of a set of 6 hopps. Runs in and out of a set of 6 hoops. Hops in and out of a set of 6 hoops. Combines the above.	Step in and out Run in and out Jump in and out Hop in and out Any combination of the above.	
	Skills for number 8:	
Leaps over a mat. Rolls forward and backward over a mat.	Leap over Roll over (log - forward - backward roll).	

NLRC/P

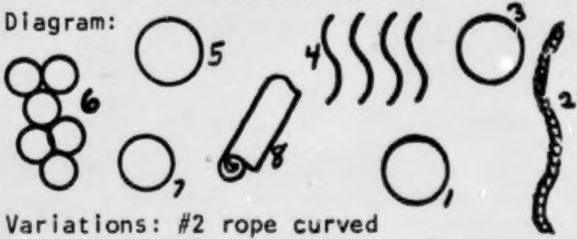
Accession Number 53733

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53733
TITLE: OBSTACLE COURSE LEVEL 1, B
AUTHOR(S): M. Cramer #03
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S): Refer to method Titled: Obstacle Course Level 1, A #53732

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Diagram:  Variations: #2 rope curved #4 ropes closer together #6 hoops in zig zag #8 mat rolled higher Skills: Any of 1, A (Method #53732)	4 jump ropes 10 hoops 1 mat (or rectangle marked off by tape) 1 Tug-O-War rope (or clothsline)
Runs and jumps over loops in Tug-O-War rope.	#2 Run and jump (hop-leap) over loops in rope.	
Runs on tiptoe through a set of 4 jump ropes. Leaps over all 4 ropes.	#4 Run tiptoe side step. Leap over all 4 ropes.	
Steps in and out of a set of hoops in a zig zag path. Runs in and out of a set of hoops in a zig zag path. Jumps in and out of a set of hoops in zig zag path. Hops in and out of a set of hoops in a zig zag path.	#6 Skills performed in a zigzag path.	
Repeats the 4 above skills using alternate hoops.	Skills performed using alternate hoops.	

Accession Number 53733

Continue

SER-LARS Report E-3
Instructional Methods

NLRC/P

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
leaps over rolled mats. Rolls over rolled mats. Climbs over rolled mats. Crawls through rolled mats.	#8 Leap over, roll over, climb over, crawl through.	

Accession Number 53734

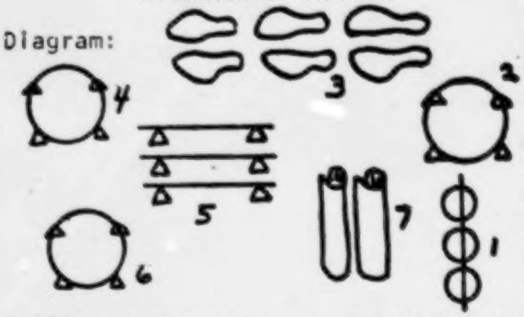
SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53734
TITLE: OBSTACLE COURSE LEVEL II, A
AUTHOR(S): M. Cramer #03
SOURCE: Rural Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S): Participation in these types of activities leads towards the development of the following skills; attention to the task, sequential task completion, balance - agility - flexibility, body awareness, basic motor skills.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Diagram:  Skills: numbers correspond to items in obstacle course.	3 dowels 15-20 cones or coffee cans 6 hoops 2 mats
#1 Walks along line, stepping into hoops.	1. a. Walk line - step into hoops one foot/half.	
Jogs along line, jumping into hoops.	b. Jog line - jump.	
Runs along line, jumping into hoops.	c. Run line - jump.	
#2 Steps in and out of hoop.	2. a. Step in and out.	
Hops in and out of hoops.	b. Hop in and out.	
Jump in and out of hoops.	c. Jump in and out.	

NLRC/P

Accession Number 53734

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Crawls in and out of hoops.	d. Crawl in or out with above variations.	
Mule kicks in or out of hoops.	e. Mule kick in or out with above variations.	
#3 Jumps into foot prints.	3. Jump into foot prints.	
#4 Repeat #2 activities.	4. a. Step in and out. b. Hop in and out. c. Jump in and out. d. Crawl in or out with above variations.	
#5 Steps over each dowel. Jumps over each dowel. Hops over each dowel. Leaps over each dowel. Leaps over two dowels. Leaps over all dowels.	5. a. Step over each dowel. b. Jump over each dowel. c. Hop over each dowel. d. Leap over each dowel. e. Leap over two dowels. f. Leap over all.	
#6 Repeats activities in #2 or #4.	6. Repeat steps in #2 or #4.	
#7 Steps over each rolled mat.	7. a. Step over each rolled mat.	
Jumps over each rolled mat.	b. Jump over each rolled mat.	
Hops over each rolled mat.	c. Hop over each rolled mat.	
Leaps over each rolled mat.	d. Leap over each rolled mat.	
Leaps over two rolled mats.	e. Leap over two rolled mats.	

Accession Number 53735

SER-LARS Report E-3
Instructional Methods

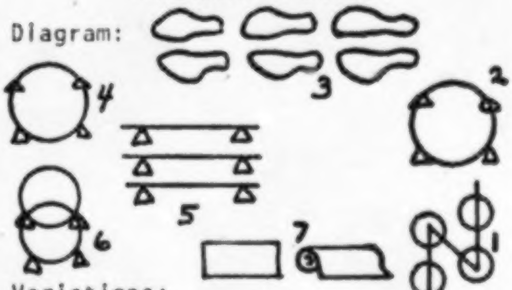
NLRC/P

ACCESSION NUMBER: 53735
TITLE: OBSTACLE COURSE LEVEL II-B
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S):

Refer to method title OBSTACLE COURSE, Level II, A, method #53734

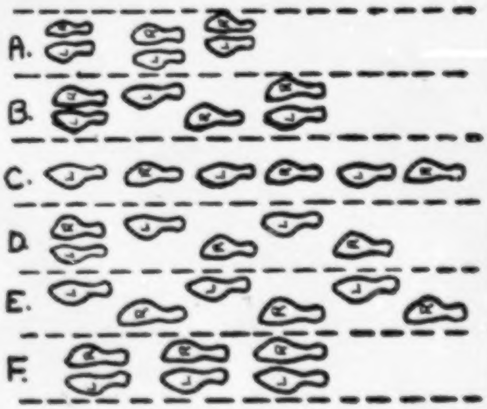
SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Diagram:  Variations: #1 Add angles to rope pattern #2, #4 and #6 hoop in vertical position #3 Jump, step right, left, jump #5 Heighten dowels #6 Double vertical hoops #7 Mat length wise, other in tunnel formation	3 dowels 15-20 cones or coffee cans 6 hoops 2 mats
Repeats any skills from II, A.	Skills: Any of II, A.	
#1 Turns as stepping into second hoop. Turns as jumping into hoop.	#1 turn as student steps, jumps hops, or leaps into the second hoop.	

NLRC/P

Accession number 53735

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Turns as hopping into second hoop. Turns as leaping into second hoop.		
#2, 4 and 6 Crawls through hoop/s. Runs through hoop/s.	#2, #4, and 6 crawls through-runs through.	
#3 Follows footprint pattern.	#3. 	
#5 Steps over each dowel. Jumps over each dowel. Hops over each dowel. Leaps over each dowel. Leaps over two dowels. Leaps over all dowels.	#5 Same as II, A (increasing height)	
#7 Log rolls over 1st mat and crawls through 2nd mat. Forward rolls over 1st mat and crawls through second mat.	#7 a. Log roll, crawl through tunnel. b. Forward roll, crawl through tunnel.	
Backward rolls over first mat and crawls through second mat.	c. Backward roll, crawl through tunnel.	
Tri-pod on first mat and crawls through second mat.	d. Tri-pod crawl through tunnel	
Head stands on first mat crawls through second.	e. Head stand, crawl through tunnel.	

Accession Number 53736

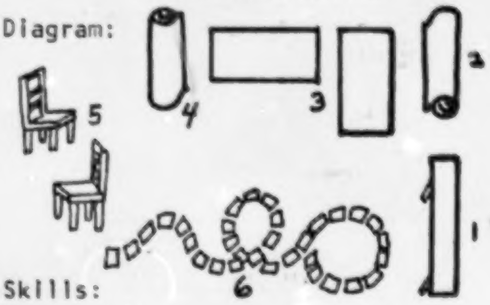
SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53736
TITLE: OBSTACLE COURSE, LEVEL III, A
AUTHOR(S): M. Cramer ID #03
SOURCE: Rural Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S): Participation in these types of activities leads toward the development of attention to the task, sequential task completion, balance-agility-flexibility, body awareness, basic locomotor skills.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Diagram:  Skills:	1 balance beam 4 mats 2 chairs tape
Steps on balance beam, balances momentarily and steps off.	#1 Steps on, balances, steps off.	
Walks ½ length of beam with lead foot.	Walks half length of beam with lead foot. Walks full length of beam with lead foot.	
Walks ½ length of beam with alternate foot.	Walks half length with alternate foot. Walks full length with alternate foot.	
Crawls over rolled mats. Jumps over rolled·mats.	#2, 4 Crawl through Jump Over	

Accession Number 53736

Continued

SER-LARS Report E-3
Instructional Methods

NLRC/P

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Leaps over mats. Rolls forward on mats. Rolls backward on mats.	#3 Leap-roll (log-forward, backward-shoulder).	
Leaps over first chair and under second chair.	#5 Over list chair, under second chair. Leaps over first chair and over second chair.	
Moves under first chair and over second.	over-over under-under under-over	
Follows tape path in circle Walks forward or backward on tape path.	#6 Follow tape path - circle walk (forward or backward).	
Crawls forward or backward on tape path.	Crawl (forward or backward).	
Crabwalks forward or backwards on tape path.	Crabwalk (forward or backward).	
Inchworms along tape path.	Inchworm.	
Bearwalks forward or backwards on tape path.	Bearwalk (forward or backward).	
Jumps along tape path.	Jump.	
Hops along tape path.	Hop.	
Skips along tape path.	Skip.	
Slides along tape path.	Slide	
Gallops along tape path.	Gallop.	

Accession Number 53737

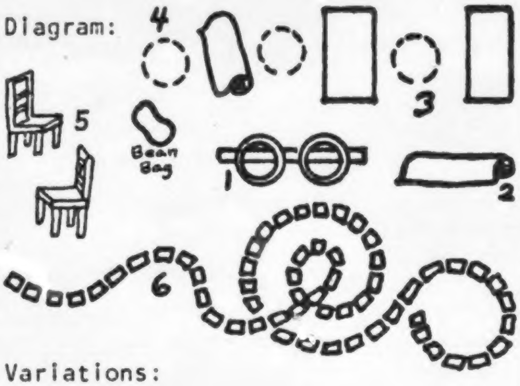
SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53737
TITLE: OBSTACLE COURSE, LEVEL III, B
AUTHOR(S): M. Cramer, ID #03
SOURCE: Rural Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-00 Adaptive Physical Education

CONSIDERATIONS FROM EDITOR(S): Participation in these types of activities leads towards the development of attention to the task, sequential task completion balance-agility-flexibility, body awareness, basic locomotor skills. (Refer to method titled: Obstacle course Level III, A, #53736.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks length of beam and over hoops. Crawls over rolled mat (as in method 53736). Jumps over rolled mats (as in method 53736). Leaps over mat and into circle with one foot landing.	Diagram:  Variations: #1 2 hoops placed over beam. #3 mats horizontal facing tape circles. #4 rolled mat horizontal facing tape circles. #5 bean bag added. #6 path leading to concentric circles to single circle.	1 balance beam 4 mats 2 chairs tape 2 hoops 1 bean bag

NLRC/P

Accession Number 53737

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Leaps over mat and into circle with one foot landing.	Skill: Any of III, A. 1. Hoops added as obstacles.	
Leaps over mats and into circle with two feet land-	3. Leap into circle one foot landing two feet landing 1/4, 1/2, 3/4 full turn to landing.	
Leaps over mats and lands into circle with 1/4, 1/2, 3/4, and full turn landing	4. Climb over into circle Jump up and over into circle. Leap up and into circle.	
Goes over and under chairs with bean bag balanced on various parts of body.	5. Over and under chairs with bean bag balanced on various body parts head, shoulders, hand, elbow, etc.	
Follows tape path.	6. Follow path ... obstacles may be added such as hoops, dowels, ropes, moving with bean bag.	